

LINFIELD COLLEGE  
Division of Continuing Education - Adult Degree Program  
McMinnville, Oregon

Psychology 190  
**Research Evaluation**

**SYLLABUS**

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Fall, 2003  
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Appointments by arrangement.

**CATALOG DESCRIPTION:** Examination of the research methods employed in psychology with emphasis on the strengths and limitations of various designs as these bear on interpretation and generalization of results. Emphasis on understanding concepts of experimental control and internal and external validity, with ramifications of selected statistical analyses. 3 credits.

**PREREQUISITE:** consent of instructor.

**COURSE OBJECTIVES:** Students will select a research topic of interest, learn how and do a literature search, design a study with appropriate design, methodology, and proposed analysis of data, including valid and reliable methods of data collection, and write a introduction and methods section to the study in APA Publication Manual format with special attention given to ethical considerations. In this process, students will learn the basics of experimental design and correlational analyses, as well as writing skills which meet professional standards.

**COURSE OUTLINE:** See attachment

**INSTRUCTOR BIOGRAPHY:**

I began my career by acquiring an interest in developmental psychology while taking the A.B. and M.A. degrees in psychology at California State University, Sacramento. I hold the Ph.D. in the multi-disciplinary field of life span human development from the University of Oregon. My M.A. thesis and Ph.D. dissertation were both focused upon Jean Piaget's theory of cognitive development. Both my undergraduate and graduate work in experimental psychology was heavily influenced by professors of the Iowa (Hull-Spence) theoretical orientation as well as Skinnerian approaches to the field. I am an academic descendent of Wilhelm Wundt, founder of the world's first experimental psychology laboratory at the University of Leipzig, Germany. While at the University of Oregon, I did data analysis for a project that applied operant (Skinnerian) principles to classroom instruction. I've done a post-doctoral year of study at Cambridge University in philosophical psychology (under the supervision of John Wisdom, student of Ludwig Wittgenstein) which emphasized late-Wittgensteinian ("ordinary language") philosophical applications to psychology. I also hold the Master of Divinity degree from Pacific

School of Religion, Berkeley which heavily influenced my post-modern philosophical perspectives. In cognitive psychology and psycholinguistics I have been very influenced by Michael Posner (U of O), Ulrich Neisser (Cornell), and Noam Chomsky (MIT). My research and writing has included work in philosophical psychology, psycholinguistics, psychological test development, aeronautical instruction, men's issues, women in police work, as well as the integration of philosophy and theology into psychology. I have taught psychology for 17 years full time on the East Coast as well as at Willamette University, Whitman College, and Eastern Washington University. I have taught in many areas of psychology ranging from experimental psychology (with animal labs) to philosophical and personality psychology. I am particularly interested in psychoanalysis and "self psychology," cognitive approaches, as well as postmodernism as applied to both psychological science and theology. I have taught for Linfield College since 1993 covering courses such as Life-Span Developmental Psychology, Learning, Memory, and Behavior, Social Psychology, Psychology East and West, and Theories of Personality. I am a licensed psychologist in private practice in Oregon, California, and Pennsylvania.

I am also the pastor of Bennett Chapel United Methodist Church, Portland. I was born and raised in Berkeley, California, and am the father of two boys, ages 18 and 20. My younger son is a freshman at Lane Community College, creates video documentaries of skateboarding and snowboarding, and my older has begun his Junior year at Reed College, Portland, where he majors physics.

#### TEXTBOOK:

Elmes, D. G., Kantowitz, and Reodiger, H. L. III (2003). Research Methods in Psychology (7<sup>th</sup> Edition). Belmont, CA: Wadsworth/Thomson.

COURSE FORMAT: The course will consist of lecture and discussion. All students are expected to attend class, have read the assignment for the session, and participate in the discussions.

#### GENERAL POLICIES:

**Missed deadlines may not be made up except for verified illness or family emergency. Extensions will not be granted for assignment due dates except for verified illness or family emergency. The policies of Linfield College concerning withdrawal from the course as well as the taking of incompletes will be strictly enforced. (The college requires the submission of completed Incomplete Contracts in order to take an incomplete for the course.)**

**Academic dishonesty including plagiarism or fabrication of data will not be tolerated and will result in a failing grade on the assignment. A second offense will result in a failing grade in the course. Students will be held responsible to account for the authorship of their work. Un-edited non-scholarly materials from the Internet or World Wide Web, and non-scholarly denominational and sectarian sources are not acceptable resources for referencing and citation in this course. Articles from popular periodicals are not acceptable sources for citation.**

## CALENDAR AND READING ASSIGNMENTS:

9/20 **Organizational meeting** and setting of dates for future meetings, and parameters for e-mail consultation. (Assignment: Chapter 12, browse/skim/light read chapters 1, 2, 4, and 5.)

Choosing a topic of interest.

Doing a literature search.

Library orientation.

Introduction to psychological research.

Explanation in Scientific Psychology.

Observations in Psychological Research.

Relational Research.

Basics of experimentation.

Before our next meeting: By e-mail: Propose a topic. Can be from one sentence to one paragraph to one page in length.

After my feedback, do a literature search on the last 10 years of work in that area, and create a bibliography. Send by e-mail.

After approved, write a review of the literature.

### **For next meeting:**

Be prepared to propose the study in class and receive feedback from others.

We will consider different methods of analysis for the studies proposed, and you will be expected to read the chapter(s) of the text covering the methods which are appropriate to your study.

### **For the following meeting:**

Be prepared to present your proposed study with appropriate methodology as derived from your reading and e-mail feedback from the instructor.

### **Final meeting:**

Have your introduction and methods section written, and ready to present. Read Chapter 11, and present any ethical considerations, as well as proposal ready for institutional review committee.

## GRADING:

Your final course grade will be weighted as follows:

Final selection and articulation of topic, literature search. (25%) [Due by 2<sup>nd</sup> meeting]

Final selection and articulation of methodology to be employed. (25%) [Due by 3<sup>rd</sup> meeting]

Quality of written introduction and methods sections of your study, and appropriate considerations of ethical issues. (50%) [Due by Final meeting]