



COUGARS

Syllabus for PSYC 220-003/004

Research Design & Statistics 1

LECTURE: Monday/Wednesday 10 am – 10:50 am

Alumni Hall Rm 0302

LAB: 003 Friday 10 am – 10:50 am

004 Friday 11 am -11:50 am

Founders Hall Rm 3208

Department of Psychology

Fall 2026

About the Instructor

Name: Dr. Rachel Bradley

Office Location: AH 0134

Phone: 618-650-3638

Email: rtennia@siue.edu

Office Hours: M & T 12:00 pm – 1:30 pm

About the Teaching Assistants

Name: Lexy Riechmann

Office Location: TBD

Email: leriech@siue.edu

Office Hours: TBD

Name: Camryn Bland

Office Location: TBD

Email: cabland@siue.edu

Office Hours: TBD

Welcome

Hi everyone! I am excited to be working with you this semester as we explore the concepts and information related to conducting research in psychology. This is probably your first time in a class like this. You may be excited. You may be nervous. You may be bored and not give a care about this class at all. However, you feel you are welcome and I am looking forward to sharing something I love with you all. Research is not everyone's interest, but research is all around us. In our food, clothing, policies, road construction, personal and professional relationships, etc. I will guide you through learning how to use research to gain more knowledge about the world you live in.

Instructor Bio

Dr. Rachel Bradley is an Associate Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Bradley taught psychology for six years at the University of Arkansas at Little Rock. Dr. Bradley's research interests include exploring racial/ethnic and sexual identity and identification and examining colorism (a.k.a. skin tone bias), stereotyping, stigma, and prejudice. In addition to these interests, Dr. Bradley also studies topics related to the scholarship of teaching and learning. Dr. Bradley's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Dr. Bradley enjoys spending time with her husband, Jake, and dogs, ThudButt and Beckett.

Revised: 8/19/26

Teaching Philosophy

I have spent considerable time developing and honing my skills as an educator. My philosophy of teaching is to cultivate curriculum that spur original thought to produce well-rounded students equipped to examine critically their social world. I come to each class with a thoughtful perspective and the goal to do my best to provide the students who come into my classroom with knowledge and thought-provoking experiences. I want everyone who comes into my classroom to leave changed for the better.

How to Succeed in This Course

This course requires much reading, writing, and viewing the Blackboard content. Successful students will be those who do the following:

- **READ THE SYLLABUS THOROUGHLY!**
- **Read.** Read each chapter before class. Although you might not understand the material the first time, it will be helpful to have some exposure to it before we discuss it in class.
- **Attend.** Students that attend class do MUCH better than those that do not. Learning about topics in class helps reinforce the information.
- **Notes.** Take notes during class lectures. Just reading the text or passively listening to lectures is not as useful as active notetaking.
- **Ask.** Don't be afraid to ask questions if you don't understand something. If you do not understand the material, it's likely that someone else doesn't either. Take advantage of the services offered by the writing center and library reference librarians.
- **ABOVE ALL BE RESPONSIBLE!**

Communicating with the instructor

SIUE Email is my preferred method of contact. Blackboard messaging is available for this course. You can use this way to message me. The message will go to my email. Please use my email address or call my office phone number (618-650-3638) to reach me about the course. I will respond to the email within 48 hours of receiving the message. I will be checking email between 9AM-4PM during weekdays. Please contact me only via SIUE email or Blackboard messages.

About the Course

Catalog description

Methods for designing psychological studies and the statistics used to analyze and interpret the data. Focus on non-experimental methods.

Prerequisite knowledge and credit hours

PSYC 111 Minimum Grade of C

Course goals and objectives

- Research & Statistic Skills
 - You will learn the basics and major concepts of descriptive and inferential statistics and then be able to decipher which type of statistics are used in which scenarios. In addition, you will learn the techniques of the whole research process: conducting a literature review, developing research ideas, deciding which type of method to use, gathering and analyzing data, and communicating results.
- Writing Skills
 - You will learn how to write in APA style and improve your writing skills.

- Critical and Creative Thinking
 - You will learn how to transform curiosity into testable research questions, and how to critically evaluate these questions.

Course textbooks

- Research Methods textbook: Gravetter, F. J. & Forzano, L. B. (2018). Research methods for the behavioral sciences (6th ed.). Belmont, CA: Cengage. **Note: will be labeled as R.M.**
- Statistics textbook: Gravetter, F. J., Wallnau, L. B., Forzano, L. B., & Witnauer, J. E. (2018). Essentials of statistics for the behavioral sciences (9th ed.). Cengage. **Note: will be labeled as Stats**

Undergraduate and Graduate students can rent textbooks from SIUE. Please visit the Textbook Service website for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

- SPSS software: Version 32 <https://www.siue.edu/its/labsclassrooms/vlab/spss.shtml>
- Calculator: Simple calculator, any kind (not your phone or a graphing calculator)
- APA Manual 7th edition

Additional readings may be assigned.

Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Technology requirements and capabilities

Technical requirements for students can be found in this [ITS KnowledgeBase article](#). Additional resources for learning with technology can be found on the [Online at SIUE site](#).

- Blackboard: <https://bb.siue.edu>
 - All announcements and communication will be done through Blackboard. In addition, Lecture slides and helpful tools (i.e., formulas, etc.) will be posted here.
- SPSS: This should be installed on the computers in the labs we’ll use, but it can also be really useful to install on your own computer. Here is the link, but be sure to carefully follow the instructions as you only get one chance. You’ll need to download the install file and the document with the license code.
<https://www.siue.edu/its/labsclassrooms/vlab/spss.shtml>
 - *Note: SPSS can be installed on any Mac or Windows computer but will **NOT** work on Chromebook laptops.*
- Microsoft Office: I highly recommend downloading and installing,
 - <https://www.siue.edu/its/office365/install.shtml>
 - Word, Excel, Teams

Technical Support

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of university systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Additional Important Course Information

- You should be registered for at least 15 credit hours this semester if it is important that you remain a full-time student. Why? In the unfortunate event that you fail this course, you will drop PSY 221, which will reduce your credit hours. Thus, you must have 15 hours in order to be able to drop PSY 221 and still remain at full-time status (12 hours).
- This course has a “2 attempt” rule—you may only attempt the course (including W, WF, WP) two times. After two unsuccessful attempts, you will be dropped from the major.
- A grade of C or better is required to progress to PSY 221. If you earn a course grade of D or F in PSY 220, contact your academic advisor immediately to determine whether there is any possibility of getting enrolled in a section of this course next semester.

Course requirements

Course activities/assessments

Assignments are provided in hardcopy during class and lab meetings or posted on Blackboard throughout the semester and will be due in-person or online at the scheduled date and time. This information can be found on the schedule presented in this syllabus. Specific instructions for most assignments can be found in Blackboard. It is your responsibility to make sure that all assignments are completed and turned in on time and in the proper format (i.e. in-person or Blackboard). I will not post or give verbal reminders. Work turned in after the scheduled date and time is considered late work.

Submitting work

Students will submit all work either in-person during class or lab meetings or via Blackboard specific submission links for coursework. Emailed assignments will not be accepted unless prior approval is obtained from Dr. Bradley.

In-Person Class Behavior Expectations

- **Pause before reacting emotionally.** Take a moment to reflect before responding in class, especially during discussions that may be sensitive or challenging. Think before you speak and aim to communicate with professionalism and respect.
- **Communicate clearly and respectfully.** Avoid shouting or speaking in an aggressive tone. Use appropriate language and explain any acronyms, jargon, or specialized terms so everyone can follow and contribute meaningfully.
- **Own your words.** Speak from your own perspective and take responsibility for your comments. Doing so helps build trust and strengthens our classroom community.
- **Contribute to a positive classroom environment.** Share your ideas and engage actively in class discussions. Aim to build on others' comments in a way that encourages thoughtful dialogue and collaboration.
- **Be constructive.** It's okay to disagree or challenge ideas—but do so in a respectful and solution-focused manner. Civil disagreement fosters critical thinking and deeper understanding when handled with care.
- **Stay on topic.** Be mindful to keep class conversations focused on the subject at hand. If you have a new idea or perspective that shifts the discussion, consider asking the instructor if it can be addressed later or during office hours.

Course Policies and University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with university policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. **The use of AI for written assignments and all formal assessments is prohibited.**

GenAI Use Policy For this course – Level 1: Organizational Use Only

This course follows GenAI Usage Expectation Level 1, as defined by [Illinois State University](#).

What This Means for You:

You are expected to create your own, original work in this class. However, you may use Generative AI (GenAI) tools like ChatGPT, Gemini, or Copilot for personal efficiency. This includes:

- Summarizing lecture notes or assigned readings.
- Clarifying difficult concepts
- Organizing study materials
- However, you may not use GenAI to generate or draft work that you submit for a grade. All submitted work must be fully your own and created without GenAI assistance unless otherwise specified by the instructor.

If you're ever unsure about what's allowed, please ask Dr. Bradley before using a GenAI tool for any assignment-related purpose.

Why This Matters:

This policy ensures that your learning and development remain authentic, while still allowing you to benefit from technology as a support tool. Being transparent about GenAI use helps uphold academic integrity and supports fair learning experiences for all students. (*Sample Attribution statement: This syllabus policy was created in collaboration with ChatGPT (OpenAI). The AI was used to draft and refine the wording, and all instructional decisions and final edits were made by the course instructor.*)

Seven Levels of GenAI Use in This Course by [Illinois State University](#)

Level	Description	What It Means
0	No AI Use	All work must be completely original—no GenAI use at all.
1	Personal Use Only	You can use GenAI to organize notes or clarify content, but not to help with assignments.
2	Brainstorming Help	You can use GenAI to get ideas, but the final work must be your own.
3	Feedback Tool	You write your work first, then use GenAI for suggestions. Final revisions must be done by you.
4	Co-Creation	You can work with GenAI to create drafts, but you must revise and clearly say what GenAI helped with.
5	Full Use with Attribution	You may use GenAI freely, as long as you say where and how it helped.
6	Full Use without Attribution	You may use GenAI in any way, with no need to cite it—but think carefully about ethical and legal risks.

Turnitin

This course may utilize the Turnitin plagiarism detection software. If this is used, then a Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#). Visit the [Turnitin Services Privacy Policy](#) for additional information on their privacy policy.

Grading

Assignment Breakdown	Points Assigned	Weighted %	Weighted Pts Available
Class & Lab Attendance (for the entire semester)	100	10%	10
Syllabus and Course Readiness Quiz (10 pts each)	20	5%	1
Plagiarism Quiz	30	5%	1.5
CITI Training	100	6%	6
13 Lecture Worksheets (5 pts each)	65	8%	5.2
13 Lab Worksheets (5 pts each)	65	8%	5.2
Three-Unit Quizzes (50 pts each)	150	10%	15
Two Reflective Journals (40 pts each)	80	10%	8
Group Peer Evaluation	30	3%	0.9
Group Project Presentation	150	15%	22.5
Group Project Final Paper	150	20%	30
Total	940	100%	105.3

Grading scale

Letter Grade	Weighted Points Range	Percentage Range
A	105.3 – 94.77	100% - 90%
B	93.71 – 84.24	89% -80%
C	83.18 – 73.71	79% - 70%
D	72.65 – 63.18	69% - 60%
F	62.12 or below	59% or below

A traditional grading scale will be followed. I do not “round up” for mid-term or final grades. Do not ask about this. Your **final project** will make up **38%** of your final grade. All **other assignments** will make up the remaining **62%** of your final grade. If you have an issue with your grade on an assignment, you must notify Dr. Bradley by email to set up an appointment to discuss the grade within a week after your grade is posted on the Blackboard. I will not consider grade disputes raised after this time.

Grading rubric[s]

Grading rubrics will be provided in Blackboard for assignments that the instructor utilizes one for grading purposes.

Feedback and grading timeline

Weekly assignment grades with rubric feedback will be posted within one week of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link in Blackboard. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric, if any. The feedback on the rubric is your first form of feedback from me on your work. Review the rubrics thoroughly.

Late or Missed Assignments

Late assignments will be penalized 10% for each day past the due date. After 2 days (this includes all days within the week, Monday - Sunday), the assignment will not be accepted for credit. All assignments are subject to the late assignment policy. Formal assessments cannot be submitted after the due date. Assignments will not be accepted as email attachments unless approved by Dr. Bradley.

Important Information about Assessments: Make-up assessments will not be given for any reason. Please contact Dr. Bradley via email if you experience a life event that will impact on your ability to submit assessments on time. This is because only three of the four-unit quizzes will be counted toward your final grade. Your lowest quiz grade or one missed quiz grade will be dropped from your final grade.

Rewrites

Rewrites are not permitted for this course unless explicitly requested by Dr. Bradley.

Attendance/Excused Absence Policy

Attendance will be taken every class and lab meeting. Each student will begin the semester with 100 points for attendance. Deductions will occur for unexcused absences. Holidays and scheduled class cancellations will not be included in the count of missing days. Missing 10%= 90pts, 20%= 80pts, 30%= 70pts, 40%= 60pts, 50%= 50pts, >50%= 0pts.

- Students are STRONGLY encouraged to attend all class meetings. There will be in-class activities and assignments for which you may receive points. If you are not present on the day of these activities/assignments, you will not receive points, and you cannot make these up. If you miss class, it is your responsibility to obtain notes and/or handouts from your classmates.
- An "Excused" absence is recorded for any student who notifies the instructor (by phone or email) prior to the class meeting time that they will not be able to attend class. A note may be required if absences become frequent or upon the instructor's request. Also, students who arrive at class or lab meetings 15 minutes late or more, without prior notification of late arrival, will be counted as an unexcused absence.

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during discussions. Your success on this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that one adhere to the deadlines given as you complete assignments, discussions, and other course activities.

Course Questions

It is natural for everyone to have questions, and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. To facilitate personal responsibility, I ask that you follow the ***“rule of 3 then me”*** before asking a question. *If your question is about the course requirements or some aspect of the course check in 3 places for the answer before you ask me.* When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Religious Accommodations
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Military Service and Attendance
- Student Success Coaches
- Timely Care

Psychology Department writing policy.

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>).

- ***The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student’s paper will be returned with a grade equal to 50% of the total point value for the assignment.***

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

Week	Content	Assignments (AI Level)	Due Dates
Week 1 8/24-30	Introduction & Class Overview	Syllabus, Course Readiness, & Plagiarism (0)	8/30/2026 @ 11:59pm
Week 2 8/31-9/6	RM Chapter 1: Intro to Scientific Method	Lecture Worksheet (1) & Lab Worksheet (1)	9/6/2026 @ 11:59pm
Week 3 9/7-9/13	How to Conduct Library Research NO CLASSES MONDAY-LABOR DAY	Lecture Worksheet (1) & Lab Worksheet (1) Article Reference List (1)	9/13/2026 @ 11:59pm
Week 4 9/14-9/20	RM Chapters 2 & 3: Research and Variables	Lecture Worksheet (1) & Lab Worksheet (1)	9/20/2026 @ 11:59pm
Week 5 9/21-9/27	RM Chapter 13: Descriptive Research Strategies	Lecture Worksheet (1) & Lab Worksheet (1) Unit Quiz #1 (0)	9/27/2026 @ 11:59pm
Week 6 9/28-10/4	RM Chapter 5: Research Participants	Lecture Worksheet (1) & Lab Worksheet (1)	10/4/2026 @ 11:59pm
Week 7 10/5-11	RM Chapter 4: Ethics in Research	Lecture Worksheet (1) & Lab Worksheet (1) CITI Training (0)	10/11/2026 @ 11:59pm
Week 8 10/12-18	RM Chapter 6: Research Strategies & Validity <i>Draft #1 Introduction Outline</i>	Lecture Worksheet (1) & Lab Worksheet (1) Unit Quiz #2 (0) Reflective Journal #1 (2)	10/18/2026 @ 11:59pm
Week 9 10/19-25	STATS Chapter 1: Introduction to Stats	Lecture Worksheet (1) & Lab Worksheet (1)	10/25/2026 @ 11:59pm
Week 10 10/26-11/1	STATS Chapters 2 & 3: Distributions <i>Draft #2 Method</i>	Lecture Worksheet (1) & Lab Worksheet (1)	11/1/2026 @ 11:59pm
Week 11 11/2-8	STATS Chapter 4: Variability	Lecture Worksheet (1) & Lab Worksheet (1) Unit Quiz #3 (0)	11/8/2026 @ 11:59pm
Week 12 11/9-15	STATS Chapter 14: Correlation	Lecture Worksheet (1) & Lab Worksheet (1)	11/15/2026 @ 11:59pm
Week 13 11/16-22	STATS Chapter 5: Z-Scores <i>Draft #3 Results & Discussion Outline</i>	Lecture Worksheet (1) & Lab Worksheet (1)	11/22/2026 @ 11:59pm
Week 14 11/23-29	NO CLASSES THIS WEEK- THANKSGIVING BREAK	NONE	NONE
Week 15 11/30-12/6	STATS Chapter 6: Probability	Lecture Worksheet (1) & Lab Worksheet (1) Unit Quiz #4 (0)	12/6/2026 @ 11:59pm
Week 16 12/7-13	Group Project Presentations	Group Peer Evaluation (0)	12/13/2026 @ 11:59pm
Finals 12/14-18	Finals Week- NO CLASSES THIS WEEK	<i>Group Final Paper</i> (0) Reflective Journal # 2 (2)	12/15/2026 @ 11:59pm 12/17/2026 @ 11:59pm