

**Course Code & No. - Section:** PSYC 445 – Section 1  
**Course Title (Credits):** Experimental Psychology  
**Term & Year:** Spring / 2015  
**Course Ref. No. (CRN):** 10029

**Instructor:** Christina Frederick, Ph.D.  
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**Office:** PL 305  
**Office Hours:** M 10:00 am – 11:00 am  
T 2:00 pm – 4:00 pm  
W 10:00 am – 11:00 am & 4:00 pm – 5:00 pm

**Statistics Consultant:** Steve Ellsworth, Ph.D.  
Cell: 775-742-9480 (call/text)  
sellsworth@sierranevada.edu

**Class Meeting Time:** MW 2:00pm – 3:45pm  
**Location:** TCES 139

**Prerequisites (from Catalog):** PSYC 291, PSYC 415, MATH 251, and senior status  
**Corequisites (from Catalog):** None

## **COURSE DESCRIPTION**

Focus on experimental designs and techniques used in psychological research. Topics include: principles of scientific method, group research, single-subject research, ethical issues, and research reporting. Emphasis is on providing students with hands-on experience in designing and conducting experiments in psychology and encourages students to become more critical research consumers. PSYC 445 is part two of a two part series, following PSYC 415.

## **STUDENT OUTCOMES**

Upon successful completion of this course, a student will be able to:

1. Identify the advantages and limitations of various research methodologies
2. Critically analyze common errors in the research process
3. Design a research project
4. Critique others' research
5. Demonstrate greater proficiency in the use of APA style

## **METHODS OF ASSESSING STUDENT OUTCOMES**

Student outcomes will be assessed using the following:

1. Class attendance and participation
2. Written take home assignments
3. Research paper
4. Quizzes, reading, and in-class writing activities
5. Closed-book midterms and final exams covering material in the textbook and described in the class schedule

## **INSTRUCTIONAL STRATEGIES**

This class will utilize lectures, small groups, inquiry learning, in-class discussions, videos, homework assignments, quizzes, and exams. Bring your laptop computer on days designated for SPSS work or with SPSS assignment due dates.

**REQUIRED TEXTS AND MATERIALS**

1. Cozby, P.C. (2009). *Methods in behavioral research* (10th ed.). Boston, MA: McGraw-Hill. (ISBN: 978-0-07-337022-4)
2. Pavkov, T., & Pierce, K. (2009). *Ready, set, go! A guide to SPSS ® 16.0-17.0 for Windows* (10th ed.). McGraw-Hill. (ISBN: 978-0-07-728031-4)
3. SPSS Student Version 15.0 (for Windows ® 2000 and XP). (2007). McGraw-Hill. (ISBN: 978-0-07-722351-9)
4. *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association. (ISBN: 1-4338-0561-8)
5. Laptop computer (one that meets the published SNC Laptop Requirements)

**RECOMMENDED TEXTS AND MATERIALS**

1. Online Resource Center for *Methods in Behavioral Research*: [www.mhhe.com/cozby10e](http://www.mhhe.com/cozby10e)
2. Aaron, J. (2010). *The Little, Brown Compact Handbook* (7<sup>th</sup> ed.). New York, NY: Pearson. (ISBN: 978-0-205-65163-4)

**ATTENDANCE**

Attendance and participation are essential to the learning process. Students are expected to attend all scheduled meetings ON TIME and provide NO interruptions (e.g., cell phones, facebook, etc.). Attendance will be recorded at the *beginning* of each class. You are expected to be on time as well as stay for the entire period. Roll will be taken every day. If you choose not to attend class, arrive tardy, or depart early, you will be at an academic disadvantage.

Points are available based on your attendance and participation. You will lose points for any missed classes (or any portions thereof). Excused and unexcused absences are BOTH considered an absence from class and are counted toward the total number of absences in the course. Excessive tardiness and/or repeated disrespect of classroom rules (e.g., use of cell phones) will be penalized by a reduction of your final attendance/participation score.

Being late may cause you to miss important announcements and class material. If you arrive late, *it is your responsibility* to be sure you have been counted present for the day before leaving. Additionally, *you must see me before leaving class to be counted present for the day*. If/when you miss class, you remain responsible for notes and handouts (see a classmate for notes; see me for handouts). I urge you to attend office hours in the event of a missed class. Missing even one class session could significantly impact your grade.

I will adhere strictly to university policy regarding excessive missed classes.

**RESEARCH PROJECT**

This course is the second in a two-part series that requires a research project involving human or animal participants. You will be required to make a submission for research project approval to the Internal Review Board (IRB). YOUR performance in this class is dependent on YOUR maintenance and motivation regarding this assignment and the completion of others throughout the course. While some classwork time will be provided throughout the semester, you will need to work on all projects outside of class to maximize performance.

**CLASS REQUIREMENTS**

1. Attendance: See Attendance section and specific reference to attendance in the grading policy.
2. Reading: Students are expected to do the assigned reading *before* class meets to ensure preparation for discussions and learning activities.
3. Participation: Thought questions, discussions, and in-class activities may provide opportunities for students to earn participation points throughout the semester.
4. Students are required to take all exams and turn in all assignments on the scheduled dates. NO makeup exams will be allowed and no late assignments will be accepted.
5. ALL cell phones are to be turned off or silenced prior to entering the classroom. Cell phones are *not* to be used for any purpose (e.g., talking or texting). If I see a cell phone I will ask you to put it away; if I see the phone a second time, you can pick it up from me at the end of class and you forfeit your participation credit for the day. If there is a major emergency requiring cell phone use, please exit our classroom immediately and do not return during the class period. In this case, even if this occurs in the last 5 minutes of class, you will forfeit your attendance and participation credit for the day. This absence will be treated like any other; the student will not be excused from any work due to the missed class.
6. Computer use is restricted to that pertinent to class *only* (i.e., no facebook, no twitter, YouTube, etc.). Consequences are dire and Dan O'Bryan-esque.

**INFORMATION LITERACY STATEMENT**

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

**SIERRA NEVADA COLLEGE LIBRARY**

**Library Director**      ∞      **Betts Markle**      ∞      **emarkle@sierranevada.edu**      ∞      **(775) 881-7511**

If you have questions or problems, please contact the library at [library@sierranevada.edu](mailto:library@sierranevada.edu). The staff is happy to help you reach your educational goals!

LOGIN information for SNC Prim Library Electronic Databases: <http://libguides.sierranevada.edu/library>

When you need to access SNC's licensed database content from off campus, you will use your first initial and your last name as the username and your 9 digit student ID number as the password.

**STATISTICAL CONSULTANT**

Steve Ellsworth, Ph.D. ([sellsworth@sierranevada.edu](mailto:sellsworth@sierranevada.edu)) is an integral part of our course as our statistical consultant. He is our resident statistics expert and his contact information is at the beginning of this syllabus. He should be contacted with questions regarding methodological design and statistical procedures. Also, while his guest lectures are not listed on the syllabus because he is concurrently instructing another course, he will be present in our course throughout the semester. We will adjust our schedule according to his availability. As far as individual needs and questions, it would behoove you to meet with him early as I will refer you to him for help with statistical analyses as the data pour in! Consider scheduling issues and end of semester pressures (for him as well as yourself), with regard to prioritizing this meeting.

**SANCTIONS FOR CHEATING AND/OR PLAGIARISM**

Plagiarism is defined as, "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." (Teuber & Andreas, 1999). This refers to all sources of information; including the Internet.

To avoid plagiarizing, a good rule is to use quotation marks whenever a string of three or more words is copied from another source (e.g., when taking notes from a journal article). Simply paraphrasing and citing a source may not be enough to avoid plagiarizing, however. For example, one of the paragraphs in a paper might be a close paraphrase of a paragraph from another source. Even if the source is cited, the structure of the original source has been plagiarized! Starting with an outline of arguments to be included in a paper and then using information from other sources to back up these arguments should help one avoid plagiarizing in this manner.

Any form of cheating, plagiarism and/or unauthorized use of anything other than the student's own resources will not be tolerated. To be clear, unless explicit written or verbal instructions indicate otherwise, exams and assignments are to be completed individually (i.e., without any collaboration). The instructor will pursue the maximum disciplinary action against the student violating this protocol. I have a strict no tolerance policy. Additionally, if you are caught cheating, you will earn an automatic 0 on that exam/assignment/etc.

Some examples of cheating include, but are not limited to, copying from a classmate's work during an exam, turning in work that is not your own, and using any unapproved aid during an exam.

Both intentional and unintentional plagiarism, as well as any suspicion of cheating, will be reported to the Vice President of Academic Affairs/Provost. I strongly encourage all students to meet with me to discuss this issue before turning in written work.

*No ball caps, cellular telephones, pagers, earbuds, headphones, extraneous paper, notes, etc. are permitted during any and all periods of assessment (e.g., exams, quizzes, in class assignments, etc.). If I spot one of these present (even if you are not using it) during an unapproved period, you will take an automatic 10% reduction on the assessment in question. In the case I witness the use of such unapproved apparatus, you will receive a 0. Yes, this means you will need to use a watch rather than your cell phone for the time.*

## THE HONOR CODE

Our faculty believes students must be held to high standards of integrity in all aspects of college life to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

## CONSEQUENCES OF VIOLATING THE STUDENT HONOR CODE

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

## GRADING POLICY

### 1. Attendance & Participation

Points are available based on your attendance and participation. Refer to the Attendance section above for details regarding my expectations. You will lose points for any missed classes (or any portions thereof) and any days for which you are viewed to not be participating in group or class discussions (e.g., on your cell phone).

*These are the easy points, get them all. =>*

### 2. Assignments and Quizzes: See Class Schedule

This class incorporates several assignments and quizzes. Several are briefly covered on the course calendar provided (end of this document) and will be detailed in class. Budget your time to complete written assignments by their due date and attend class at all times, particularly on activity days. *Late assignments will not be accepted.* Do not submit assignments via email unless you have received prior approval or the request has been made. In the case you will be absent when an assignment is due, have a classmate turn in for you (you can return the favor for them) or email it to me on time (time stamp) and bring the printed copy (for grading) when you return.

### 3. Examinations: Segmented by chapter

There will be a comprehensive chapter quiz following the completion of each chapter. You should be particularly familiar with all terminology discussed in class, but anything in the text is fair game (unless otherwise indicated). Quizzes and exams stress application over memorization. You will be required to use your understanding of psychological concepts to identify examples, distinguish between related concepts, and apply course material to real world issues.

Format is multiple choice and short answer. Be sure to select the *best* answer.

All students are required to take quizzes on the scheduled days/times (see course timeline for dates). Students *must* take *all* quizzes. *You must make arrangements to make up any missed quizzes BEFORE they are handed back to class. After hand back is complete, for security and fairness, makeup rights are relinquished.* Be sure to contact me ASAP if you miss class.

Please note that in the event of possible Academic Honor Code violations, I reserve the right to administer individual oral exams.

4. Final Grades: Based on the number of points earned from the poster session, final paper, quizzes, assignments, exams, class participation, and attendance.
5. Grading scale: Grades will be assigned on a strict percentage scale and are *non-negotiable*.

A+: $\geq 99\%$	B : 82.1 – 87.9%	C- : 70.0 – 72.0%
A : 92.1 – 98.9%	B- : 80.0 – 82.0%	D+ : 68.0 – 69.9%
A- : 90.0 – 92.0%	C+ : 78.0 – 79.9%	D : 62.1 – 67.9%
B+ : 88.0 – 89.9%	C : 72.1 – 77.9%	D- : 60.0 – 62.0%
		F : < 60.0%

## ADA ACCOMMODATIONS

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 (x7534), [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), or go to the OASIS offices on the third floor of Prim Library during the first week of the semester.

Please inform me as soon as possible if you have a professionally diagnosed and certified disability. Be sure to obtain the proper paperwork and inform me of any required accommodations at least 72 hours *before* scheduled exams, quizzes, papers, assignments, etc. Depending on the type of accommodation, time may be required for me to meet your needs (e.g., private room for exams).

## THE SNC EMAIL SYSTEM

The SNC email system is the official communication vehicle among students, faculty members and administrative staff. It is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

## THE MISSION STATEMENT

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

## THE CORE THEMES

Liberal Arts	Professional Preparedness	Entrepreneurial Thinking	Sustainability
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## CLASS SCHEDULE

**Important Note:** This schedule **does NOT** include due dates for drafts of the research report's major sections (i.e., Introduction, Method, Results, Discussion, References, Appendices) as these were completed in PSYC 415. If you were not in that class, I HIGHLY advise you see me to add deadlines for your own prioritization and to allow you the same feedback provided others. This will help as each of these sections (in addition to the abstract and poster) will need to be presented in the final research report.

DATE	TOPIC	READING	ASSIGNMENTS/ACTIVITIES	OTHER
1/20				<i>Martin Luther King Day</i>
Wed. 1/21	1. Syllabus & Introduction 2. Assign Index Card—Group Photo! 3. IRB Discussion—Belmont Report and SNC Specific 4. IRB Review Feedback Sessions 5. <u>Review &amp; Refine &amp; Finalize</u> Research Proposals with paper 6. Assign Article Critique Groups (Title, Abs, App, Refs/Intro/Method/Results/Dis) 7. Discuss office Bulletin Board 8. Schedule data collection dates for bulletin board	Belmont Report revisited and other interesting IRB concerns/related studies	<b><i>Discuss and Finalize Research</i></b>  <b>IRB DEADLINE MIDNIGHT TONIGHT</b>	<u>#1 Science News Article (2012)</u>  <a href="http://www.sciencenews.org/view/generic/id/345820/description/Delaying_gratification_is_about_worldview_as_much_as_willpower">http://www.sciencenews.org/view/generic/id/345820/description/Delaying_gratification_is_about_worldview_as_much_as_willpower</a>
Mon. 1/26	1. Article Critique (45-60 mins) 2. Conducting Experiments (30 mins) 3. In-class Q & A on IRB Applications/Consent Forms (5 mins) 4. Refine Consent Forms (25 min)	Article for critique  Cozby (Ch. 9)	<b><i>Index Card/Group Photo DUE</i></b> (5 points)	<i>Last day to drop with 100% refund</i>
Wed. 1/28	1. Conducting Experiments 2. Assign Research Article Comparison – Popular vs. Empirical 3. SPSS Assignment 1 (basics) 4. Participant acquisition: Brainstorm with Follow-up Commitment	Cozby (Ch. 9)  SPSS Assign 1	<b><i>Credit IRB Submission with minimal guarantee of immediate review</i></b>  <b><i>Cozby Ch. 9 Activity Questions 1, 3, &amp; 4 DUE</i></b>  <b>Final Consent Form</b> <b><i>Cozby Quiz (10-20 points)</i></b>	<i>Cozby homework questions must be completed independently</i>
Mon. 2/2	1. Cozby Ch. 9 Quiz 2. Research Article Comparison Activity - Paired discussion with classroom follow-up 3. APA Reminder - Use Manual as a resource and consult me with questions	APA Manual: Citations, References, Cover Page, Levels of Headings, Tables and Figures, page numbers, appendices, etc.	<b><i>Novel internet, popular, and empirical research (#1) articles related to study with APA references DUE</i></b> (10 points)  <b><i>Constructive Participation in Classroom-wide Research Article Comparison</i></b> (5 points)	<u>Note:</u> Quiz will occur at the completion of in-class coverage (i.e., not always the next class meeting). Be sure to read and study ahead of time.

Wed. 2/4	<ol style="list-style-type: none"> <li>1. Complex Experimental Designs</li> <li>2. Discuss initial participant testing experiences and what was learned/modified as a result</li> </ol>	Cozby (Ch. 10)	<p><b>SPSS Assign 1 DUE</b> (10 points)</p> <p><b>Cozby Ch. 10 Review Questions 1, 2, 3, &amp; 4 DUE</b></p>	<i>Cozby homework questions must be completed independently</i>
Mon. 2/9	<ol style="list-style-type: none"> <li>1. Cozby Ch. 10 Quiz</li> <li>2. Final IRB Feedback Session</li> <li>3. Pair those who have tested participants with those who have not and re-evaluate testing procedures</li> <li>4. Practice experimental method on peers. Come prepared!</li> <li>5. Article Critique Assignment provided and pairs defined; class vote on article topic (consult Article #2 due today) completed.</li> <li>6. Cozby Ch. 11</li> </ol>	Cozby (Ch. 11)	<p><b>Cozby Quiz</b> (10-20 points)</p> <p><b>Novel Empirical Journal Article Related to your Experiment with APA Reference (#2)—for use with Article Critique DUE</b> (5 points)</p> <p><b>Experimental Method Materials for testing and/or active participation if data collection has already begun</b> (5 points)</p>	
Wed. 2/11	<ol style="list-style-type: none"> <li>1. Descriptive Statistics/Variability</li> <li>2. SPSS Assignment 2 (frequency &amp; descriptives)</li> <li>3. Classwork time on critique sections</li> </ol>	<p>Cozby (Appendix B, pp. 337-340)</p> <p>SPSS Assign 2</p>	<p><b>Descriptive Statistics Quiz (post lecture)</b> (10 points)</p>	
2/16				<i>President's Day</i>
Wed. 2/18	<ol style="list-style-type: none"> <li>1. Article Critique Session</li> <li>2. Assign Article Summary (rough draft DUE 2/23). Select a <i>novel</i> empirical journal article and summarize at the level needed in your introduction. Use sentences; approximately 2 paragraphs. Think abstract. Don't forget, this will need to be integrated with other contextual information when inserted into your paper. <i>Feedback will be peer based.</i></li> <li>3. APA Abstract Discussion</li> <li>4. Begin drafting abstracts</li> </ol>	<p>Article provided for critique</p> <p>APA Manual (pp. 25-27)</p>	<p><b>SPSS Assign 2 DUE</b> (10 points)</p> <p><b>Article critique session</b> (10 points)</p> <p><b>Novel Empirical Journal Article Related to your Experiment with APA Reference (#3)—for use with Article Summary Assignment DUE</b> (5 points)</p>	
Mon. 2/23	<ol style="list-style-type: none"> <li>1. Poster Set-Up Talk</li> <li>2. View and critique sample posters</li> <li>3. Research Writing, Data Collection, &amp; Analysis Progress Report Assignment (<i>must</i> have non-pilot data on <i>at least</i> 5 participants). Raw data <i>must</i> be presented. 3/4 &amp; 3/9</li> <li>4. Pilot data conferences</li> <li>5. Poster in-class work time</li> </ol>	Poster readings	<p><b>Article Summary—Rough Draft DUE</b> (5 points)</p> <p><b>Pilot Data Check-in; adjustments needed? DUE</b> (10 points)</p>	Guest Speaker: Student

Wed. 2/25	<ol style="list-style-type: none"> <li>1. APA Style (Figures &amp; Tables)</li> <li>2. Article Summary Feedback Session: Initial paired session with written/verbal feedback followed by class-wide sharing of major lessons</li> <li>3. Axes &amp; Honesty Discussion &amp; Assignment: Find table or graph with questionable format <u>from any source</u> related to your experiment (include reference). Include 1 paragraph describing why the sample is questionable and how it could be better presented. Be prepared for "Show and Tell."</li> <li>4. SPSS Assignment 3 (graphs)</li> </ol>	SPSS Assign 3  APA Manual (pp. 125-167)	<b>Article Summary DUE</b> (10 points; 5 points for summary, 5 points for constructive and thoughtful feedback/discussion participation)	
2/26 – 2/27				Junior Proficiency Test
Mon. 3/2	<ol style="list-style-type: none"> <li>1. Axes and Honesty Show &amp; Tell</li> <li>2. Progress Report Classwork</li> <li>3. Individual Conferences regarding data collection progress and other concerns (5 participant minimum for progress report)</li> </ol>		<b>SPSS Assign 3 DUE</b> (10 points)  <b>Axes &amp; Honesty "Show &amp; Tell"</b> (10 points)	Poster Materials (SNC printing options)
Wed. 3/4	1. Progress Reports with Peer Feedback – <b>visual required</b>		<b>Progress Reports</b> (25 points)	
3/7				Weather Make-Up Day
Mon. 3/9	1. Progress Reports with Peer Feedback – <b>visual required</b>		<b>Progress Reports Continued</b>	Midterm week
3/9 -3/13				Midterms
Wed. 3/11	<ol style="list-style-type: none"> <li>1. Remaining Presentations</li> <li>2. Measurement Scales – Quick Review provided by students</li> <li>3. Understanding Research Results: Description &amp; <math>r</math></li> <li>4. Reminder: Research Poster Rough Draft Due 3/30</li> </ol>	Cozby (pp. 100 - 103)  Cozby (Ch. 12)	<b>Cozby Ch. 12 Activity Questions 1 &amp; 2 DUE</b> (10 points)	Midterm week
3/16 -3/20	<b>Spring Break – enjoy!</b>			Midterm grades filed with Registrar
Mon. 3/23	<ol style="list-style-type: none"> <li>1. Cozby Ch. 12 &amp; Measurement Scale Quiz</li> <li>2. Understanding Research Results: Statistical Inference – concepts as relate to exps</li> <li>3. Correlation &amp; Effect Size</li> <li>4. Correlation Discussion – mathematical concentration</li> <li>5. SPSS Assignment 8 (Simple relations between variables; <math>r</math>)</li> </ol>	Cozby (Appendix B; pp. 355-358)  Outside $r$ reading  Cozby (Ch. 13)  SPSS Assign 8	<b>Cozby Quiz</b> (10-20 points)  <b>Cozby Ch. 13 Review Questions 1, 2, 4, &amp; 7 and Activity Questions 1, 2, &amp; 3 DUE</b> (20 points)	
Wed. 3/25	<ol style="list-style-type: none"> <li>1. Cozby Ch. 13 Quiz</li> <li>2. Individual conferences re: data collection and other concerns (all data DUE 4/8)</li> <li>3. Catch-up day, if necessary</li> <li>4. In-class work on poster (draft DUE 3/30)</li> </ol>		<b>Cozby Quiz</b> (10-20 points)  <b>SPSS Assign 8 DUE</b> (10 points)  <b>Data collection (min = 10 Ps) check-in</b> (5 points)	Summer & Fall 2014 Advising  3/26 – 4/8



Mon. 3/30	<ol style="list-style-type: none"> <li>1. <u>Part 1</u>: In-class Poster Analysis (Peer and Instructor feedback)</li> <li>2. <u>Part 2</u>: In-class Poster Refinement based on Feedback</li> </ol>	Cozby (Ch. 14) <i>Read on own</i>	<b><i>Draft of poster DUE</i></b> (15 points)	<i>Order snacks for SNC Psychology Research Fair</i>  <i>Last day to withdrawal from a course without academic penalty</i>
Wed. 4/1	<ol style="list-style-type: none"> <li>1. General Poster Feedback Session (common issues, student observations, tips)</li> <li>2. Poster Revision</li> <li>3. SPSS Assignment 4 (<i>t</i>-test)</li> <li>4. SPSS Assignment 5 (<i>t</i>-test)</li> </ol>	SPSS Assigns 4 & 5	Participant Agreement & Medical History Forms	
Mon. 4/6	<ol style="list-style-type: none"> <li>1. Statistical Significance Tests</li> <li>2. ANOVA</li> <li>3. SPSS Assignment 6 (ANOVA)</li> <li>4. Review <i>your</i> data and begin analyses or revise poster based on peer and instructor feedback (Psych Research Fair <u>4/20!</u>)</li> </ol>	Cozby (Appendix B, pp. 340-355)  SPSS Assign 6	<b><i>SPSS Assign 4 &amp; 5 DUE</i></b> (20 points)	
Wed. 4/8	<ol style="list-style-type: none"> <li>1. Individual Student Work: Review Cozby Appendix A &amp; B, analyze data, design/revise poster, write final paper</li> <li>2. Begin individual conferences regarding data collection and other concerns</li> </ol>	SPSS Assign 9	<b><i>SPSS Assign 6 DUE</i></b> (10 points)  <b><i>All data MUST be collected (30 participant minimum or evidence of hardship for reason other than scheduling inconvenience). Raw data MUST be presented to instructor today. Without evidence of raw data, class is a NO PASS.</i></b> (5 points)	<i>Note: SPSS Assignment 7 covers the repeated measures ANOVA</i>  <i>December Graduation Petition Due</i>
Mon. 4/13	<ol style="list-style-type: none"> <li>1. SPSS Assignment 9 (Regression)</li> <li>2. Final Write-up Lab (scientific writing, language, writing style, grammar, plagiarism, samples, etc.)</li> <li>3. Application of information from write-up lab to rough draft (i.e., revision)</li> <li>4. Complete individual conferences regarding data collection and other concerns</li> </ol>		<b><i>SPSS Assign 9 DUE</i></b> (10 points)  <b><i>Abstract final draft DUE</i></b> (5 points)	
Wed. 4/15	<ol style="list-style-type: none"> <li>1. Practice poster session: Posters should be in final draft condition.</li> <li>2. Be prepared <i>and</i> willing to modify posters based on peer and/or instructor feedback</li> <li>3. Poster printing/practice set-up</li> </ol>	APA Manual (pp. 61-86; pp. 87-124)	<b><i>“Rough” Student Poster Session as Practice for Going Public DUE</i></b> (15 points)	<b><i>Absolutely NO late or make-up work accepted after this day!</i></b>

4/18				<i>Weather Make-Up Day</i>
Mon. 4/20	<b>5<sup>th</sup> Annual Psychology Research Fair!</b>		<b>5<sup>th</sup> Annual Psychology Research Fair</b> (100 points)  139/141 TCES from 2pm – 4pm <i>Room available for set-up at 1pm and for take down until 5pm</i>  First Place: \$100 prize Second Place: \$50 prize Third Place: \$25 prize	
Wed. 4/22	1. Feedback session 2. Decompression day 3. Abstract workshop		<b>Constructive/Thoughtful Participation in Research Fair Feedback Session</b> <b>DUE</b> (10 points)	
Mon. 4/27	1. Research Report revision 2. Abstract revision		<b>Draft of final Research Report DUE</b> (present/absent 5 points)	
Wed. 4/29	1. Course Evaluations 2. Final Reflections—progress & growth 3. Debrief emails to participants 4. Research report peer feedback 5. In-class work on anything, guys!!! Class work session means you have several, immediate, sources for feedback (instructor/peer). 6. Final paper due 5/5. Final version shall be turned in on paper <i>and</i> via email.		<b>Course Evaluations</b>  <b>Final draft of Abstract DUE</b> (10 points)  <b>Final Research Report (paper and electronic versions) accepted for 10% score, extra credit, bonus</b>	
Mon. 5/4	1. <i>Finishing touches</i> on final research report (DUE on paper <i>and</i> via email by end of class for credit. <b>No exceptions.</b> )		<b>Final Research Report (paper and electronic versions) DUE</b> (100 points)	
5/6-5/7				<i>No Classes – Prepare for Finals</i>
Mon. 5/11	1. <b>FINAL EXAM</b> <i>By appointment and must be present for credit.</i> <i>If absent, can't pass class.</i> <i>If tardy, 25% off final paper grade as appointments are scheduled back to back and you are taking someone else's time.</i>		<b>Individual conferences regarding final poster, paper, performance, motivation, etc.</b> (10 points)  <b><u>Note:</u> Papers may NOT yet be scored but poster scoring will be complete</b>	
5/16				<i>Commencement</i>
5/20				<i>Final grades filed with Registrar</i>

\* *Italicized/darkened dates reflect days we do not have class, but for which there are special reminders.*

SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS.

Note: All in-class laptop work on our SPSS software will occur only as time permits. Any in-class “homework” time may be cancelled due to availability for participant testing. In the case of such an event, in-class work will take place at home.

### **MOST IMPORTANTLY**

My office hours are for your benefit. Please take advantage of this and come by. You can come to clarify information from class, get help on assignments, get exam study tips, or just to get to know one of your professors. I am in my office for you. This in mind, I hope to see each student at least once over the course of the semester. Please do your best to visit me during my open office hours, however, if you are absolutely unable to visit during those times, contact me for an appointment. I am looking forward to a fun and educational semester with all of you! Please feel free to ask questions as they occur to you. Most of all, let's have fun!

### **IMPORTANT SIDENOTE**

For those of you who do not have a research project idea and/or have not had a rough draft of your write-up reviewed by me in a previous semester, see me ASAP so we can set up a schedule. Taking care of this will be vital to your success. Without approval of your project, you cannot begin data collection; without periodic review of your written product, you will have WAY TOO much on your plate at the end of the semester with far too little time remaining for feedback.