

PSY 3402: Experimental & Research Methods

Class MWF 9:00-9:50, ELA 283A (Section 251)

Lab T 10:00-11:50, ELA 224

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Office hours: Monday 11:00-12:00

GENERAL COURSE INFORMATION:

Course: The purpose of this course is to provide you with an overview of psychology research methods from the formation of a research question to presenting research findings (the research comes in the middle). During the course I will integrate views from a number of different areas under the broader umbrella of psychological research to provide you with a better sense of the diversity of research questions that can be answered using psychological methods. I look forward to getting to know each of you as a student and scientist.

Course Prerequisites: PSY 1300, PSY 2101, PSY 2301

Course Objectives:

1. Students will develop their scientific literacy and reasoning abilities through firsthand evaluation of and engagement in scientific research. They will be able to demonstrate this ability in the design, execution, and presentation of a psychology research project.
2. Students will become critical consumers of information about psychological research both through gaining an in-depth knowledge base of psychological research methods and through the critical evaluation of research methods presented in scientific reports and popular media.
3. Students will strengthen their ability to effectively communicate ideas to both a scientific and lay audience about psychological research design and findings both orally and in written form.

Relevant Department of Psychology Learning Outcomes:

3. Demonstrate understanding of and ability to utilize appropriately the various methodologies and designs used in psychological research.
4. Demonstrate understanding of statistical concepts and an ability to evaluate the appropriateness of research conclusions.
5. Demonstrate understanding of ethical obligations and ethical issues within psychology.

Note. The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

<http://www.psych.txstate.edu/undergraduate/assessment.html>

REQUIRED TEXTS

Both books are available at the book store and online.

Morling, B. (2018). *Research Methods in Psychology: Evaluating a World of Information* (3rd ed.). W.W. Norton & Company: New York, NY. ISBN: 9780393617542

I hope you find this book to be an informative and interesting companion to lecture. In preparation for this course, I evaluated many psychology research methods texts and found this book to be one of the best written and most engaging. Moreover, the author works to integrate modern examples that cover a diversity of interesting research topics in psychology.

All versions of the book (EBook, loose leaf, and paperback) are appropriate for this class, but you do need to be sure to buy the **3rd Edition**. You will also need to register for InQuizitive – which you will be responsible for completing throughout the semester (see **Reading Checks**).

The book has a student companion website (<https://digital.wwnorton.com/researchpsych3>) with a variety of other helpful materials available.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. ISBN: 1433805626

The APA publication manual is a resource that many psychologists rely on frequently. The answer to any questions that you have about APA style should be able to be found in the manual. Please keep in mind that one element of this class is learning how to write using APA style and that using APS style correctly will be a significant portion of your paper grades.

Additional required readings will be made available on our class's TRACS site.

ASSIGNMENTS & GRADING:

My goal in creating assignments and assessments for this class was to provide multiple opportunities for gaining points and showing mastery, with later assignments (following feedback) factoring more into your grade than earlier assignments.

Class Attendance, Quizzes, & Lab Activities (19.5% of grade)

Syllabus Quiz: During the first week of class, you will be completing a syllabus quiz on TRACS. The syllabus quiz is due by **11:59 pm on Friday, Jan. 19** via TRACS. If you enroll in the class after Jan. 19, you will have 3 class days to complete the attendance quiz from your day of enrollment. (**5 points**)

Attendance:

Given the large amount of material being covered in this class, attendance is critical. I do not count attendance as part of your grade, but to encourage attendance I have two policies:

1. *Extra credit* – The semester is divided into three sections of 13 classes each. If you attend 12 of the 13 classes in each section, 20 points (2%) will be added to your final grade. This means that if you attend 12/13 classes for all 3 sections you will have 60 points (6%) added to your final grade.

Attendance will be taken via the attendance check-in feature on TRACS. Each class, there will be a code on the board. It is your responsibility to enter the code on TRACS at the beginning of class to be counted as present.

2. *In-class quizzes* – There will be **10 quizzes** that will be given throughout the semester. These quizzes will be unannounced and consist of **multiple choice and/or short answer questions** covering readings and lectures. Each quiz will be worth **10 points total – 5 points will come from questions and 5 points for being present and completing the quiz.** These quizzes are meant to both assess your understanding of the course material and to encourage you to use your knowledge in application-based questions. **Quizzes will be open note, but collaboration (working with other students) is prohibited.** There will be a total of **10 quizzes (10 points each)** and you will be able to **drop your lowest quiz grade** resulting in a total of **90 possible points.**

There will not be traditional midterm exams. Over the course of the semester, you will answer approximately 50-70 quiz questions (based on the final number of short answer and multiple choice questions) – or roughly the same amount of questions you would have had total on midterm exams. Using frequent quizzes rather than exams has been linked to better overall performance both in the course using quizzes and in other courses occurring the same semester (Pennebaker, Gosling, & Ferrell, 2013).

Quiz make-up policy: You can only take a quiz if you are in class. If you miss a quiz due to a **DOCUMENTED** excused absence, it is your responsibility to complete the **absence form online within 24 hours of class** to arrange a time to make up the quiz.

Missing class:

If you miss class, I encourage you to come to office hours or schedule a time to meet to discuss any material that was missed. There may also be announcements made about assignments and documents handed out. Most documents will be available on TRACS, but be sure to check in with a classmate about announcements. If you anticipate the need for an extended absence at any point in the semester, please contact Dr. Clegg to talk about a plan for staying up to date with material and assignments. This is a fast-paced course that is also based heavily in group work, so it is important to attend as many class and lab sessions as possible.

Lab activities:

During each lab session (excluding Peer Review Sessions and Final Presentations), there will be a written or participation based component. Completing the lab's activity will be worth 10 points/lab. Over the course of the semester, there are **100 lab points possible.** Be sure to sign in via TRACS during lab and to turn in any necessary papers or materials before leaving class for the day to procure your lab points. You will have the opportunity to **make up 1 lab activity.** If you need to make up a lab activity, please **fill out the absence form within 24 hours** of missing the lab to arrange for the make-up activity.

Reading Checks: (4% of grade)

As a companion to your readings, you will complete **8 reading checks** throughout the semester. These reading checks are online interactive quizzes through the InQuizitive program. InQuizitive uses best practices in testing to help you check your understanding of the reading material. All reading checks will be open at the beginning of the semester and will be due throughout the semester (marked in the course schedule). In order to receive full credit for the reading checks, you will need to complete each **before the due date**. Each reading check will cover the material from the chapters assigned for that week.

When completing the reading checks, you will have the option to complete a minimum number of questions (at which point you will be given a percent score based on your accuracy) or the option to answer questions until you reach a maximum number of points possible (resulting in 100%). Reading checks will be scored using the following criteria:

5 pts.	4 pts.	3 pts.	2 pts.
85-100%	70-84.9%	55-69.9%	Completing minimum number of questions with score below 54.9%

On InQuizitive, there is also a “practice” quiz available so that you can learn about the different features of InQuizitive. I encourage you to complete this so that the interface is a bit more straightforward.

Article Critiques: (10.5% of grade)

Throughout the semester you will be completing article critiques – written assignments in which you will evaluate the scientific merit of a published research article and then propose an extension of the research. Critiquing articles is a skill that we will work on over the course of the semester, so you will complete and receive feedback on two article critiques during the semester before completing your final article critique as your final exam. As with other assignments, each article critique will be weighted more heavily than the previous one since you will have received feedback on your previous performance.

All article critiques will be available on TRACS. With the exception of the final exam, the critique will open on a Monday and close on a Friday. You will complete the article critique on your own time. Once you begin the critique, the assignment window will remain open for 90 minutes.

Article critiques are open-note but **NOT** collaborative. Please complete your article critique on your own without feedback from others.

Article Critique 1 & 2 make-up policy: Article Critiques 1 & 2 will both be open for 5 days, so I **will not** accept late Article Critiques. It is your responsibility to be sure that you submit your critique during the time that your assignment window is open and before the deadline (when the assignment will close on TRACS). If you experience technical difficulties while completing the assignment, email Dr. Clegg a screenshot of the problem so that the assignment can be re-opened.

If you anticipate that you will not be able to complete an article critique within the allotted time window, please contact Dr. Clegg no fewer than **48 hours** before the assignment is due.

Article Critique 3 will open during your final exam period. This is the only time that you will be able to complete the article critique.

Component	Due Date	Points Possible
Critique 1	Feb. 23	15
Critique 2	Mar. 30	30
Critique 3/Final Exam	Final Exam	60
Total Points Possible		105

Research Projects: (66% of grade)

You will be completing two research projects this semester. First, you will be designing and executing an observational research study as a class. After completing this study, you will work in small groups to complete an experimental research study. These projects are all divided into smaller parts that will build on each other through the semester, so by the time you complete your final paper, you will have experience with nearly all aspects of the psychological research process.

IRB training:

For this assignment, you are to complete a comprehensive online ethics training module. All students, staff, and faculty members who conduct human subjects research through Texas State are required to complete research ethics training. The online training is offered through the CITI program at www.citiprogram.org. Once the training has been completed, it is valid for 3 years. Training Completion Certificates must be submitted on TRACS. **The completion of this assignment is REQUIRED IN ORDER TO BE ABLE TO COLLECT DATA FOR THE EXPERIMENTAL RESEARCH STUDY.** Completion of IRB training is worth **10 points** and is due **by 6:00 pm on Monday, Jan. 29** via TRACS.

Observational Research Project:

During the first part of the semester you will be completing an observational research project as a class. This project will give you structured experience with:

- *Study design* – We will be determining and operationalizing the variables of interest (independent & dependent) as a class.
- *Data collection* – Each student will be responsible for collecting data for the project.
- *Scientific Writing* – Students will each turn in a final paper for the observational research project that consists of the methods & results sections. This paper is meant to give students a low-stakes experience with scientific writing before completing their experimental research project.

Background. A number of recent studies (see Sana, Weston, & Cepeda, 2013) have found that computers and tablets may do more harm than good in the classroom even though students often seem to perceive the presence of their computer in class as a positive tool for learning rather than a distraction (Barak, Lipson, & Lerman, 2006; Mitra & Steffensmeier, 2000; Skolnick & Puzo,

2008). Taking notes on a computer has been linked to lower levels of material retention (Mueller & Oppenheimer, 2014). Moreover, the presence of a computer in the classroom can be a distraction to both the user and those around him, resulting in lower retention rates for all parties involved (Sana, Weston, & Cepeda, 2013). Though positive evidence exists about computer use—suggesting that eBooks, text on computer screens, and text on paper readings result in similar levels of comprehension (Margolin, Driscoll, Toland, & Little Kegler, 2013)—research findings seem to fall on the side of *no computer policies* in classes. The purpose of this project is to assess a dependent variable of interest to the class based on observational research of undergraduate students either using or not using their computers in academic settings.

Observational research project study design. As a class we will design a study that will measure a two-level independent variable (computer use vs. no computer use) and a two-level dependent variable that will be determined by the class in lab on **Tuesday, Jan. 30**. We will work together as a class to come up with operational definitions for each level of each variable.

Observational research project data collection. Each student will collect 4 data points of their own. Students will organize their data in the formatted excel sheet provided on TRACS. Data will be due on **Monday, Feb. 5 by 6:00 pm**. Completion of data collection is worth **10 points**.

Peer review of paper. Editing other peers' papers can be very helpful in helping to look at your own work with fresh eyes. You will be submitting drafts of your observation research project paper and then I will distribute them throughout the class via TRACS. You will need to submit a full draft on TRACS by **11:59 pm on Monday, Feb. 12 (15 points)**. Your draft will be checked and graded for completion. You will be reviewing each other's papers in lab on **Tuesday, Feb. 13 (15 points)**. *You are responsible for making sure that your paper is submitted before lab and that you are present in lab to complete and receive credit for peer editing.*

Observational research project final paper. Students will complete a paper based on the instructions provided on TRACS. Rather than focusing on writing an entire research manuscript, students will write an abbreviated version, concentrating on the Methods and Results sections and APA style. The final paper will be due by **6:00 pm on Friday, Feb. 16** and will be worth **75 points**.

Component	Due Date	Points Possible
Data collection	Feb. 5	10
Draft for peer review	Feb. 12	15
Peer review	Feb. 13	15
Final paper	Feb. 16	75
Total Points Possible		115

Experimental Research Project:

You will work in small groups to complete an experimental research project and apply your knowledge of study design to explore one of a number of **preapproved topics**. Experimental research project groups will be assigned based on interest (**Topic rankings due Feb. 9 – 5 points**). This project will give you structured experience with:

- *Study design* – You and your partners will be selecting your variables of interest and designing a study to assess your research question. You will also complete an IRB proposal in order to gain experience presenting your research ideas and developing study materials.
- *Data collection* – Each student will be responsible for collecting data for the project.
- *Scientific Writing* – Building on students' previous experience with the observational research study final paper, students will write a full APA style manuscript. Students will turn in multiple drafts of their manuscript and have the opportunity to gain feedback from both the professor and peers.

Preliminary research proposal. Each group will turn in a brief overview of their experimental research project in lab on **Feb. 20 (Lab activity points)**.

Article summaries and notes. Each student will turn in a summary of their group's preliminary research proposal and guided summaries of four relevant articles (2 articles can be shared by everyone in the group, 2 of these articles need to be unique to each group member). In this assignment, students will receive feedback on APA citation style. Article summaries will need to be **PRINTED** are due by the beginning of class on **Friday, Mar. 2 (50 points)**.

Study materials & IRB proposal. Each group will complete one IRB proposal (**due by Friday Mar. 9** via TRACS). The IRB proposal assignment is modeled after the IRB requirements at Texas State. This assignment provides the opportunity for the instructor and/or GIA to provide feedback on the research design before data collection begins. **(20 points)** Students will have the opportunity to evaluate the contribution of each group member at this point in the project as part of their grade.

Introduction & Method Draft and Peer Editing. Students will submit drafts of their Introduction & Method paper by **11:59 pm** via TRACS on **Monday, Mar. 19**. Drafts will be checked and graded for completion **(15 points)**. Students will edit each other's papers during lab on **Tuesday, Mar. 20 (15 points)**. *You are responsible for making sure that your paper is submitted before lab and that you are present in lab to complete and receive credit for peer editing. Please note that this is the week after Spring Break.*

Introduction & Method. Each student will submit a paper containing the full introduction and method sections of their APA-style manuscript. Experimental research project groups can use the same articles as sources, but the contents of the paper should be unique. The introduction & method paper is due via TRACS by **6:00 pm on Friday, Mar. 23. (75 points)**

Data collection. Each student is responsible for collecting 12 *useable* participants. Group members can and should work as a team to complete data collection, but each student will turn in 12 consent forms. An excel sheet of the group's data (one per group) is due **by 6:00 pm on Monday, Apr. 2** via TRACS and consent forms will be checked in class/lab. **(20 points)**

Peer review of final paper. Students will submit drafts of their full paper by **11:59 pm** via TRACS on **Monday, Apr. 16**. Drafts will be checked and graded for completion **(15 points)**. Students will edit each other's papers during lab on **Tuesday, Apr. 17 (15 points)**.

Final paper. Each student will submit a full APA-style manuscript via TRACS by **6:00 pm on Friday, Apr. 20**. Experimental research project group members are permitted (and encouraged) to use the same sources, but the only sections that can be the same in each paper are the **results, table, and figure**. Papers will be graded on content, APA style, and the incorporation of edits from earlier drafts. **(200 points)**

Component	Due Date	Points Possible
Topic rankings	Feb. 9	5
Preliminary research proposal	Feb. 20	Lab points
Article summaries	Mar. 2	50
Study materials & IRB proposal	Mar. 9	20
Intro & method rough draft	Mar. 19	15
Introduction & method peer editing	Mar. 20	15
Introduction & method	Mar. 23	100
Data collection	Apr. 2	20
Draft of final paper	Apr. 16	15
Peer review of final paper	Apr. 17	15
Final paper	Apr. 20	200
Total Points Possible		455

Experimental Research Project Final Presentation:

Part 1 - Living Laboratory Activity & Presentation: (50 points)

At the end of the semester you will be preparing a Living Laboratory-style activity to share your experimental research project with the general public. This assignment is meant:

1. To develop your ability to synthesize and share findings from psychological research.
2. To encourage clarity in your written and verbal presentation of ideas.

Background: The final products of research (e.g., articles, conference presentations) are often not very user-friendly in helping the general public to understand more about psychological science. The Living Laboratory has pioneered the idea of “research toys” or short, fun activities meant to engage the public and share the findings of cognitive development research. For your final presentation, your group will be working together to create a short activity drawing inspiration from the research toys model that helps to illustrate the purpose and findings of your research and what they mean more broadly for our understanding of psychology.

Living Laboratory Q&A:

- 1. Who is the audience of our activity?** Your peers and the general public. This activity should be enjoyable and informative for an adult audience.
- 2. How long should our activity take?** Five to ten minutes. You want to be sure that you have a system in place for someone to complete the activity and have time to learn about what the research findings were and why they are relevant to daily life.
- 3. Define fun.** These activities should be engaging. Imagine that you are sitting in a science museum among other exhibits – you would want something interesting enough to draw people in

and want to complete the activity. Ask yourself – what is it that drew you to this research project? Incorporate that into your activity.

4. Can we just have people participate in our experiment as our activity? No. The difference between an experiment and this activity is that this is meant to guide your audience through the findings of the experiment, which is generally not something we want participants figuring out. That means that through participating, the audience will be able to see the effect or difference between conditions that you were replicating.

Students will present their Living Laboratory activities in their last lab session on **Tuesday, Apr. 24.**

Part 2 – Public Research Summary Brochure: (30 points)

Each student will create a flyer for the general public about their experimental research project. Instructions for the flyer design and content will be provided on TRACS. Printed inserts will be due at the time of the final presentation on **Tuesday, Apr. 24.**

Component	Due Date	Points Possible
Living Lab activity & final presentation (group)	Apr. 24	50
Living Lab insert (individual)	Apr. 24	30
Total Points Possible		80

Extra credit opportunities:

Research talks: Throughout the semester, I will be inviting psychological researchers from the Austin area to give talks about their work. These talks will be outside of class time, so attending each talk will be worth **10 extra credit points** toward your final grade. Students will be responsible for signing in at the talk. Students have the opportunity to earn **5 extra credit points** by sending in a thoughtful, research-based question for the speaker before each talk.

CALCULATING YOUR FINAL GRADE:

Over the course of the semester, you have the opportunity to earn 1000 points.

Category	Points possible	% of Final Grade
Attendance, Quizzes, & Lab Activities	195	19.5%
Reading Checks	40	4%
Article Critiques	105	10.5%
Research Projects	660	66%
Total	1000	100%

As per Texas State University policy for Writing Intensive courses, 650 points throughout the semester (e.g., 65% of your grade) will be earned through written exams or assignments.

Final grades will be assigned based on the following point distributions:

Grade	Total Points Earned
A	900 - 1000
B	800 - 899.50
C	700 - 799.50
D	600 - 699.50
F	0 - 599.50

ASSIGNMENT POLICIES:

Due dates and late assignments policies: All of the assignments are due by the times noted in the syllabus and course schedule. A deduction of 15% will be made for each 24 hours an assignment is late. Late assignments will **NOT** be accepted **after 5 calendar days** (counting weekends) after their due date without prior approval from Dr. Clegg. I have made all due dates available with this syllabus (in multiple places) and in the course calendar, please make sure to mark these dates and start planning for completing your assignments.

If you feel that you will need an extension or are having trouble completing an assignment, please contact me AS SOON AS POSSIBLE and **no less than 5 business days** before the assignment is due. *I understand that each of you has a life outside of being a student and that unforeseen circumstances can arise.*

Quiz make-up policy: Quizzes will be unannounced and given in class throughout the semester. You can only take a quiz if you are in class. If you miss a quiz due to a **DOCUMENTED** excused absence, it is your responsibility to complete the **absence form online within 24 hours of class** to arrange a time to make up the quiz.

Article critique make-up policy: Article Critiques 1 & 2 will both be open for 5 days, so I **will not** accept late Article Critiques. It is your responsibility to be sure that you submit your critique during the time that your assignment window is open and before the deadline (when the assignment will close on TRACS). If you experience technical difficulties while completing the assignment, email Dr. Clegg a screenshot of the problem so that the assignment can be re-opened.

If you anticipate that you will not be able to complete an article critique within the allotted time window, please contact Dr. Clegg no fewer than **48 hours** before the assignment is due.

Article Critique 3 will open during your final exam period. This is the only time that you will be able to complete the article critique, unless you have a **DOCUMENTED** excuse and contact Dr. Clegg within **24 hours** of the beginning of your final exam period.

Drafts of papers and peer review: You are responsible for turning in a copy of your paper via TRACS the night before a peer review session. Late drafts will be accepted (subject to standard point deductions) but will not be eligible for peer review. ***If***

you anticipate missing a peer editing session, please contact Dr. Clegg no fewer than 48 hours before the peer editing session to arrange for a way to complete a peer review. Peer reviews can be made up for DOCUMENTED absences, but you will need to contact Dr. Clegg within **24 hours** of the peer review session.

Challenging grades/regrading assignments: I am open to reviewing and discussing grades. Disagreements on grades can reflect deeper reflection about the material and offer opportunities for further discussion. Challenges to grades will need to be put in writing – you will need to carefully explain your reasons for challenging your grade. Please turn this in with the original graded copy of your assignment and any accompanying rubric **by the beginning of the next class meeting**. I will read over your challenge justification and then provide in writing my reasons for adjusting or not adjusting your grade.

COURSE POLICIES:

Attendance: Class attendance is not mandatory, but lecture and lab content will be featured heavily in each week's quizzes and you are only able to complete quizzes in class. Lab attendance is mandatory and is accounted for through lab activity points. If you experience circumstances that necessitate an extended absence from class, please contact me as soon as you can.

Religious holidays: Religious holy days might conflict with the assignment due date schedule I have outlined. If you are missing a class due to the observance of a religious holiday, please contact me at least 14 days prior to your anticipated absence so we can work out when any assignments due on that day can be turned in.

Technology policy: **No computers, tablets, or phones** will be allowed in class unless their use is required for a lab or class activity. A number of studies (see Sana, Weston, & Cepeda, 2013 for an overview) have indicated that laptops hinder learning for both laptop users and those around them. I will make copies of presentations available on TRACS to help structure your note taking.

Email: I will do my best to respond to emails within 24 hours on weekdays. On weekends (Friday, 5 pm – Monday, 9 am) I will do my best to respond promptly, but please give me until Monday morning. If your email is urgent, please write URGENT in the subject (this should be reserved for emergencies).

To help model proper communication with future employers, research colleagues, etc., I encourage all of you to be cognizant of the following **email etiquette guidelines**:

1. Use a *descriptive subject line* that includes our course number (PSY3402) and a brief summary of your message (ex., Quiz 1).
2. Start your email with a greeting or salutation. For example, if you are emailing me, *Dear Dr. Clegg* or *Hello Dr. Clegg* would be appropriate.
3. Compose your email in paragraph form with complete sentences. Be sure to proofread!
4. End your email with a closing (ex., Sincerely) and your first and last name.

Academic Integrity & Plagiarism: Academic dishonesty will not be tolerated. All forms of cheating, including collusion, violate the academic integrity policy at Texas State. Consequences for all forms of cheating will be in accordance with University policies. Cheating on quizzes, plagiarism, or receiving unapproved aid on class assignments undermines your learning opportunities and the integrity of Texas State as an academic institution. I will use computer software to check writing assignments for plagiarism. If you are struggling with writing, please visit me during office hours or set up a time to meet with me.

From Texas State's Honor Code: All students are required to abide by the Texas State University Honor Code. The pledge for students states, "*Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: I pledge to uphold the principles of honesty and responsibility at our university.*"

The complete University Honor Code may be found at:

<http://www.txstate.edu/effective/upps/upps-07-10-01.html> & <http://www.txstate.edu/honorcouncil/>

Specific examples of dishonesty include, but are not limited to the following:

- Sharing/comparing answers/files for homework assignments, projects, etc. is considered academic dishonesty. Working together or tutoring (explaining to another student how to get the answer) is not dishonesty; however, telling another student the answer is dishonesty.
- Having your cell phone or other recording device out during exams or while reviewing exams is considered academic dishonesty.
- Turning in a project or other homework as your work when you did not calculate/enter/type all of the data entries yourself is dishonesty.
- Letting another student or students turn in a project(s) or homework as their work, when you did part or all of the calculations, data entries, or information gathering is dishonesty.
- You must do all the data entries yourself; watching a friend type/enter the data and printing out two copies is dishonest. Working together is acceptable. Printing multiple copies from one file and the only difference being the name of the student is cheating.
- Copying another student's file, making minor changes, and turning the work in as entirely your own is also cheating.
- Signing the attendance log for another student who is not in the classroom is dishonest.

Students with disabilities: I welcome the opportunity to work with students with diverse abilities and background experiences. Any student who needs an accommodation based on the impact of a documented disability should contact me before or after class, during office hours, or via email to discuss your specific needs so that we can work on a plan that best fits you. Please email me as soon as possible or as soon as you become aware of your disability to arrange a meeting. During our meeting, please be sure to provide me with a copy of your official Accommodation Letter outlining authorized accommodations.

Students with documented disabilities who require but do not yet have an Accommodation Letter should contact the Office of Disability Services at 512-245-3451 as soon as possible to request an official letter outlining authorized accommodations.

I reserve the right to change or make exceptions to this syllabus (both topics schedule and assignments) in order to best meet the needs of the students.

Date	Class #	Lab #	Topic	Reading	Assignment Due
Jan. 16		1	Syllabus <i>Distinguishing between different sources</i> <i>Finding articles</i> <i>Reading a research article</i>		LA 1 - Preassessment
Jan. 17		1	Goals and assumptions of science	Chapter 1 from White	
Jan. 19		2	Overview of research process	Morling Chapters 1 & 2	Syllabus quiz due by 11:59 pm via TRACS Reading Check 1 (Chapters 1 & 2) due by 11:59 pm on Sunday, Jan. 21 via InQuizitive
Jan. 22		3	Overview of psych research methods pt. 1		
Jan. 23		2	<i>Evaluating research (Science Fair Activity)</i> <i>Defining variables</i>	Morling Chapter 5	LA 2 - Science Fair Activity
Jan. 24		4	Overview of psych research methods pt. 2		
Jan. 26		5	Validity & Control	Morling Chapter 3	Reading Check 2 (Chapters 3 & 5) due by 11:59 pm via InQuizitive
Jan. 29		6	Observational Research Design	Morling Chapter 6, p. 165-174	11:59 pm - CITI Training via TRACS
Jan. 30		3	<i>Designing observational research project</i> <i>Reliability</i>		LA 3 - Summary of design and research plan
Jan. 31		7	Review Observational Project Design Research Ethics	Morling Chapter 4	
Feb. 2		8	Writing Café Friday 1 - Parts of APA paper, Writing Method Section		Reading Check 3 (Chapter 4 & p. 165-174 of Chapter 6) due by 11:59 pm via InQuizitive
Feb. 5		9	Experimental Design Part 1	Morling Chapter 10	6:00 pm - Observational project data via TRACS
Feb. 6		4	<i>Chi-square refresher; Analyzing observational data</i>		LA 4 - Observational study findings
Feb. 7		10	Experimental Design Part 2; Revisiting validity and control	Morling Chapter 11	
Feb. 9		11	Writing Café Friday 2 - APA Formatting and Writing the Results Section		Reading Check 4 (Chapters 10 & 11) due by 11:59 pm via InQuizitive

Date	Class #	Lab #	Topic	Reading	Assignment Due
Feb. 12	12		Experimental Design Part 3		Draft of Observational Paper due by 11:59 pm on TRACS
Feb. 13		5	<i>Peer review of Observational Paper</i>		
Feb. 14	13		Mythbusters and Experimental Design		
Feb. 16	14		Writing Café Friday 3 - Avoiding plagiarism, introduction to APA style citations		Observational Paper due by 6:00 pm via TRACS
Feb. 19	15		Validity Review; Article Critique Instructions		Article Critique 1 open
Feb. 20		6	<i>Meet with experimental research group, APA Citations & Practice</i>		LA 5 - Preliminary research proposal (one per group)
Feb. 21	16		Sampling	Morling Chapter 7	
Feb. 23	17		Writing Café Friday 4 - Writing an introduction		Article Critique 1 due via TRACS by 6:00pm Reading Check 5 (Chapter 7) due by 11:59 pm via InQuizitive
Feb. 26	18		Moving beyond 2-level independent variables	Morling Chapter 12	
Feb. 27		7	<i>Time to meet with experimental research group; Sample introduction</i>		LA 6 - Reverse outline of introduction
Feb. 28	19		Quasi-experimental research	Morling Chapter 13	
Mar. 2	20		Writing Café Friday 5 - Article summary to introduction		PRINTED Article summary packets due <i>in class</i> Reading Check 6 (Chapters 12 & 13) due by 11:59 pm via InQuizitive
Mar. 5	21		Single-subject experiments		
Mar. 6		8	<i>Time to meet with experimental research group</i>		LA 7 - Preliminary copy of materials
Mar. 7	22		Quantitative versus qualitative data; Survey Research Part 1	Morling Chapter 6, p. 153-165	
Mar. 9	23		Writing Café Friday 6 - Grammar workshop	Selections from Pinker's <i>Sense of Style</i>	Study Materials due (one per group) via TRACS by 6:00 pm

End of
Attendance
Block #1

Date	Class #	Lab #	Topic	Reading	Assignment Due		
Mar. 11-18			SPRING BREAK - No class or lab				
Mar. 19	24		Survey Research Part 2; Interviews		Draft of introduction and methods due by 11:59 pm via TRACS		
Mar. 20		9	<i>Peer review of introduction and methods</i>				
Mar. 21	25		Article Critique 2 - Validity Review				
Mar. 23	26		Writing Café Friday 7 - Discussion Section		Introduction and Methods Paper due by 6:00 pm via TRACS	End of Attendance Block #2	
Mar. 26	27		Data exploration - Best practices in data management and analyses		Article Critique 2 opens		
Mar. 27		10	<i>Setting up group data sheets; begin entering data</i>		LA 8 - Formatted data sheet submitted		
Mar. 28	28		Data exploration - Best practices in data management and analyses part 2				
Mar. 30	29		Out of class activity		Article Critique 1 due via TRACS by 6:00pm		
Apr. 2	30		t-Test Review		6:00 pm - Experimental project data (1 data sheet/group) via TRACS		
Apr. 3		11	<i>t-test review and analyzing experimental project data; Writing results section refresher; Figures & tables</i>		LA 9 - Print out of results		
Apr. 4	31		What to do with correlational data	Morling Chapters 8 & 9			
Apr. 6	32		Writing Café Friday 8 - Results section; Figures & Tables		Reading Check 7 (Chapters 8 & 9) due by 11:59 pm via InQuizitive		

Date	Class #	Lab #	Topic	Reading	Assignment Due
Apr. 9	33		Replicability	Radiolab podcast - Stereothreat http://www.radiolab.org/story/stereothreat/	
Apr. 10		12	<i>Living Lab Activity Instructions; Article Critique 2 feedback</i>		LA 10 - Living Lab Idea
Apr. 11	34		Doing "good" science	Morling Chapter 14	
Apr. 13*	35		Writing Café Friday 9 - Writing for the general public OR Drop in for paper feedback		Reading Check 8 (Chapter 14) due by 11:59 pm via InQuizitive
Apr. 16*	35		Writing Café Friday 9 - Writing for the general public OR Drop in for paper feedback		Draft of Final Paper due by 11:59 pm via TRACS
Apr. 17		13	<i>Peer review of final paper</i>		
Apr. 18	36		Working on final presentations in groups		
Apr. 20	37		Peer feedback on final presentations (presentation rough draft due in class)		Final papers due by 6:00 pm via TRACS
Apr. 23	38		WEIRD Psychology		
Apr. 24		14	<i>Final presentations</i>		Printed brochure due in lab
Apr. 25	39		Psychology Careers		
Apr. 27			No class		
Apr. 30			No class		
May 4 (8:00-10:30)			Final exam		Article Critique 3

End of
Attendance
Block #3