

PSY3393.003/CGS 3340.003
Experimental Projects in (Cognitive Science or Psychology)
Monday and Wednesdays, 2:30-3:45 p.m., JO 3.209
Fall 2016

Instructor:

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Office:

Office Hours: BY APPOINTMENT/TBA

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Course Description

Laboratory and field experience in designing and conducting psychological research, with a major emphasis on the writing and re-writing of research reports. This course fulfills the advanced writing requirement for Psychology majors because you will write, receive feedback on, and re-write more than 15 double-spaced pages. **Prerequisites:** PSY 3392, PSY 3490, or CGS 3340

Required Material

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, 6th edition (2010)

Journal articles (see Syllabus) posted on *E-Learning*

Optional material:

APA Style Guide to Electronic References – Available at amazon.com (for Kindle) or for about \$12

APA web site is free and offers answers questions on formatting in APA style; <http://www.apastyle.org/>

IBM SPSS STATISTICS 24 – can be rented for 6 months from onthefhub.com for about \$69; UTD is using version 21 in the labs so there might be slight differences.

ONLINE RESOURCES VIA UTD LIBRARY: [HTTPS://WWW.UTDALLAS.EDU/LIBRARY/RESOURCES/HOT.HTML#CITATIONS](https://www.utdallas.edu/library/resources/hot.html#citations)

- [APA Style Research Paper - Quick Reference Guide](#) -- sample paper with rules explained, based on the 6th ed. of the Publication Manual of the American Psychological Association.
- [Citation Style for Research Papers \(Long Island U.\)](#) -- advice on plagiarism and coverage of APA, Turabian, MLA, Chicago and AMA styles
- [Citing References in Your Paper](#) -- by U. Wisconsin-Madison. Covers APSA, Chicago/Turabian, APA, CBE and MLA
- [Citing Sources \(DUKE\)](#) -- and avoiding plagiarism. Covering APA, Chicago, CSE, MLA and Turabian formatting
- [Citing Sources \(NW MO State U.\)](#) -- detailed guides to citing in APA, MLA, CSE (Scientific Style), and Turabian/Chicago formats
- [Citing Your Sources \(Wright State U.\)](#) -- APA, MLA, Turabian and more
- [Online Writing Lab \(OWL\) of Purdue](#) -- covering academic writing, grammar and mechanics, research and citations (MLA, APA, etc.) and more in very clear and simple language.

E-Learning: Quizzes, new assignments, revisions to the syllabus, announcements, and your grades will be posted on the eLearning site. You can access eLearning through a link on UTD's main page. You are responsible for checking this site frequently in order to remain aware of new activities, announcements, etc. Make sure that you have a UTD email address on this account (see info below on UTD email policy). Any email to students enrolled in this class will be sent through UTD email.

Written Material submission: Submit written material **printed from a computer**, at the beginning of class, **NO EXCEPTIONS** – 12pt font & double spaced. **The final paper submitted via E-Learning.**

Course Objectives

After completing the course, students should be able to:

- 2.3 Locate, accurately summarize, and evaluate bodies of scientific literature in psychology in order to construct an argument.
- 2.4 Use critical thinking to design and conduct basic studies to address psychological questions using appropriate research methods.
- 3.1 Apply ethical standards to evaluate psychological science and practice.
- 4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA Style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).
- 4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion, presentation) and for various purposes (e.g., informing, teaching, explaining, defending, persuading).
- 5.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities.

Table 1. Course Assignments with possible points. Comprehensive descriptions are below course Syllabus.

Research Project (100 pts)		Total points
	IRB Forms completed & submitted	10
	Methods	10
	Results & Discussion	10
	Proposal <i>AKA draft of final research paper</i>	20
	Poster Session (8pts) + attendance (2pts)	10
	Final Research Paper	30
Other Projects (100 pts)		
	<i>What are you Researching and How are you going to research it; plus Five or more peer-reviewed references in APA Reference List style on your research topic</i>	10
	News article critique of Journal Article	10
	Stats Quiz 1, 2, 3, 4 (10 pts each)	40
	E-Learning reading Quiz (4 @ 10 pts each)	40
Total possible pts = 200		

Grading is based on a set of *a priori* criteria: 90% correct and above for the A range, 80% and above for the B range, 70% and above for the C range, and 60% and above for the D range. *In the event that the quizzes prove unusually difficult, I will relax these criteria somewhat.* Final grades will be based on the total number of points obtained. Pluses and minuses will be assigned for final grade only based on average scores across all graded material.

Syllabus

Week	Date	Topics	Assignments and Required Reading	Work Due
1	8/22	Course Introduction Research Paper overview and Hypothesis testing	<i>Syllabus</i>	
	8/24	Library Instruction – Loreen Henry from McDermott Library: Finding refereed articles on your topic APA Reference Format Generating Research Ideas.	<i>Guest Speaker please do not be late. Chapter 2.</i>	Quiz 48 hrs <i>before</i> start of class on <i>Chapter 2</i>
2	8/29	Theoretical Perspective in your final paper. Critiquing Research Articles <i>Discuss News Article paper</i>	Zimbardo, 2004; Zimbardo online Quiz ; News Article	Zimbardo online Quiz 48 hrs <i>before</i> start of class
	8/31	Institutional Review Board – Amanda Miller from UTDallas IRB <i>Surveying the psychological literature.</i>	Anderson, Lindsay, & Bushman, 1999; Quiz on E-Learning 48 hrs before class starts: <i>Anderson, Lindsay, & Bushman</i>	<i>Anderson, Lindsay, & Bushman</i> online Quiz 48 hrs <i>before</i> start of class
3	9/5	NO CLASS – Labor Day!		
	9/7	Methods and Study Design Choose Research Teams and exchange contact information	What are you Researching and How are you going to research it; plus Five or more peer-reviewed references in APA Reference List style on your research topic. Refer to Chapter 6, 7, & online info.	News Article due
4	9/12	Stats Workshop 1	<i>Stats 1</i>	<i>Stats 1</i>
	9/14	Writing a research proposal.	TBD	What, How and APA references
5	9/19	Stats workshop 2	<i>Stats 2</i>	<i>Stats 2</i>
	9/21	Working with data. Tables, graphs, and statistics.	TBD	IRB Proposal submitted to IRB
6	9/26	Stats workshop 3	<i>Stats 3</i>	<i>Stats 3</i>
	9/28	Writing the Method Section; Time for participating and collecting data in class		
7	10/3	Stats workshop 4	<i>Stats 4</i>	<i>Stats 4</i>
	10/5	results and discussion; how to report results in APA format; Time for participating and collecting data in class.	Chapter	Methods section due
8	10/10	*Group appointments to discuss results and discussion		

8	10/12	*Group appointments to discuss results and discussion		Results and discussion due
9	10/17	Choosing an audience for your work.	Knight & Steinbach, 2008; online Quiz of Article. Bring Questions to class next week about writing your proposal.	online Quiz of Knight & Steinbach, 2008; <i>due 48 hrs. before start of class</i>
	10/19	Writing a research proposal refresher – topic specific <i>Time to work in groups in class.</i>		Bring Questions to class TODAY about writing your proposal.
10	10/24	What is the introduction all about? Fine tune your data analysis; Work on data analysis in class with help	<i>Bring data to class</i>	
	10/26	*Group appointments		
11	10/31	What is an Abstract? In class workshop on proposal with support	<i>Abstract</i>	Introduction due
	11/2	*Group appointments		
12	11/7	*Group appointments		
	11/9	*Group appointments		Research Proposal AKA draft of final paper
13	11/14	*Group appointments		
	11/16	*Group appointments		
14	11/21	NO CLASS FALL BREAK		
	11/23			
15	11/28	Poster Session		Posters Due
	11/30	Poster Session		Posters Due
16	TBD	Submit final paper via <i>E-Learning</i> ; no in class attendance required; Actual date TBD, based on UTD final exam schedule		Final Paper Due

These descriptions and timelines are subject to change at the discretion of the Professor

Description of Course Assignments – more details provided in class and on E-Learning

Research Paper based on original research project: Each student will complete an APA-style research paper based upon an original experiment. Each student will choose and research an experimental topic, design an experiment, acquire data, analyze that data, and write an APA journal style paper. Because rewriting is an important part of academic writing and research publication, the first drafts of writing assignments—including the first draft of the whole paper (AKA Proposal)—are due relatively early, allowing for rewrite opportunities. **The final paper must be submitted via E-Learning. The following are all parts of the final research paper to be submitted.**

What are you researching and how are you researching it, plus literature review?: There are 2 parts to this assignment. 1) What are you researching and how are you researching it?, and 2) Literature review: This

assignment will help generate an original research idea, the development of an academic literature database, the development of library skills as well as skills for writing in APA style. Students will be expected to locate **five or more articles** from *peer-reviewed* or *refereed* publications. These articles must be chosen according to their relevancy to a central concept or idea. Students will be graded on their ability to locate relevant articles, to develop ideas and concepts in their literature review (summarize, integrate, and critique), and to write clearly and in APA style.

IRB Submission: Completing IRB forms, submitting them by due date (see syllabus), responding to all requests from IRB in timely manner (within 48 hours) will be part of this grade. **Without IRB approval NO data may be collected!!!**

Abstract (points included in the proposal and final paper submission points): An overview of the research study including information from the literature review, methods, results and discussion. Word count must be exactly 250 words.

Introduction: The Introduction section should include *relevant theoretical overview* to the study and presentation of previous research the supports the need for further investigation into the specific research study. Hypothesis in APA format would be included in this section before the Methods section. This section will be evaluated for inclusion of relevant theory discussed to suggest understanding, clear Hypothesis to be tested, and APA format.

Methods Section: Includes information about the following, but not limited to, data collection method, sample, demographics, measures used, etc. Students will be graded for comprehensive overview and including all parts and APA format.

Results Section: Students are expected to analyze their data and report their findings in APA style in paragraph and table or graph format. Students will be graded for clearly presenting data and APA format.

Discussion Section: The discussion section should include and explanation, evaluation, and interpretation of the results of the experiment in light of previous research, conflicting theories, and the original hypotheses or research questions, much of which would have been introduced in the Introduction/Background Section. The discussion section offers the justification for why others should tend to the findings presented in the paper.

Presentation via Poster session. *Provides the opportunity to practice the presentation skills that are necessary as one begins to present his or her research at seminars, talks, and conferences, but also to give students exposure to and to encourage class discussion of other projects done in class. Students will prepare a poster presentation for a poster session. Audience participation counts as part of the presentation grade so **attendance is required during all poster sessions** (see syllabus for date). The posters will be presented in two sessions. Each student will complete a rating sheet for the posters that are presented during the session(s) that he or she is not presenting a poster. For example, students who present their posters during Session I will rate the posters presented during Session II. Each student's completion of these poster evaluations will account for 2pts of his/ her poster grade.*

Other Projects – more details provided in class and on E-Learning

What are you Researching and How are you going to research it; plus Five or more peer-reviewed references in APA Reference List style on your research topic:

News article about a Journal Article: Write a news article about a journal article critique the work and identifying the positives for a non-psychology audience. This assignment will help you become more familiar with APA Style and formatting of a research paper, most importantly your critical evaluation skills will be enhanced. The journal article must be chosen from *peer-reviewed* or *refereed* publications.

Stats Quiz 1, 2, 3, 4 (10 pts each): After each Stats lesson in class (see Syllabus for dates) there will be a set of questions to answer in E-learning on this assignment. These Quizzes will close 24 hours after the class period.

E-learning Reading Quiz (4 @ 10 pts each): dates are posted in your syllabus with the reading material. These Quizzes will be open up on E-Learning 48 hours before the start of class and are open material.

COURSE POLICIES

Late policy Make-up quizzes and work will not be given except in the case of verified illness (by a doctor) or death of a member of the immediate family. Anyone missing a quiz without such approval will be given a “0” for the quiz. It is your responsibility to make up the quiz within one week of the scheduled exam time. Be prepared—make-up quizzes are designed to be more difficult than regular quizzes to compensate for having more study time.

Due to the importance of understanding one assignment before moving on to the next, it is essential to your learning experience that work be turned in on time.

Quizzes (on E-Learning), Short reports and any papers are due at the BEGINNING of the class period, and they must be turned in proofread and typed.

Late penalties are as follows: Up to 24 hours late 10% deduction 24 to 48 hours late 25% deduction Grades will also be lowered 10% for assignments that are not typed. FINAL VERSIONS OF PAPERS WILL NOT BE ACCEPTED MORE THAN 48 HOURS AFTER THE DUE DATE.

Attendance: Students are expected to take responsibility for attending class and participating in class discussions. Attendance is important for receiving a grade on the in-class assignments and quizzes as well. The class periods marked with an * may not require attendance, although group meetings may be required. A five-point penalty will be applied on the final grade for the course if three or more unexcused absences occur.

Research team grading policy: All team members are expected to be involved in every step of the project. Note the following policies related to teamwork:

1. You will be required to evaluate contributions to the team when you submit the Proposal.
2. Any team member who is not contributing to the team will be required to work alone and they may also receive a deduction from their grade for any team portions of the project.
3. For presentations, if your team has divided, the professor will assign portions of the presentation to individual team members.
4. Any team member who is absent from class for more than two consecutive class days without making arrangements with their group and the professor will be required to work alone.
5. Any student who is absent from class on the day that teams are chosen will be required to work alone unless they have made arrangements to work with other students.

Extra credit: There will be no individualized extra credit given for this course.

Recordings: Please do not make video and/or audio recordings of class sessions without the instructor’s explicit permission. Recordings of my class made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

The Student Success Center – Writing Center: The Student Success Center, which is part of the Office of Undergraduate Education, can provide help for any stage of your writing process. It is located in McDermott Library, MC1.206. You can drop by or call 972-883-6707 to make an appointment. Visiting the writing center to address specific writing concerns might be recommended to you.

UT DALLAS SYLLABUS POLICES AND PROCEDURES Please go to the following link for information regarding the University’s policies and procedures: <http://go.utdallas.edu/syllabus-policies>.