Room ED 269, Mon & Wed 1:00-2:40 PM  
INSTRUCTOR: Matthew T. Gailliot, Ph.D.

OFFICE: ED215P  
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PHONE: 936-468-1502  
Office Hours:  
Monday 10:00-12:00, 3:00-5:00  
Tuesday 2:00-4:00  
Wednesday 10:00-2:00  
Thursday 2:00-4:00

TEACHING ASSISTANT:  
Emmanuual Perez  
emmanueal.jose.perez@gmail.com  
Office ED241

**General Course Description:**
This course covers topics including information literacy and APA writing, ethics, introductory concepts in psychological statistics and research methods, and interpretation of data tables and graphs. This is a foundation course for psychological statistics (PSY 330) and research design (PSY 341), preparing students to be better consumers of psychological science. Prerequisite PSY 133

**Course Texts:**

**Required text:**  
Psychologist as Detective, The: An Introduction to Conducting Research in Psychology  
Randolph A. Smith, Stephen F. Davis  
Fifth Edition  
Paperback  
ISBN-10: 0205687407  

**Recommended text:**  
American Psychological Association (2009). *Publication manual of the American Psychological Association*  
Sixth edition  
Paperback  
ISBN-10: 1433805596  
This course will use the Desire2Learn learning online management system, accessible via your MySFA account. The Desire2Learn page for this class will be used to post course documents such as the course syllabus, supplementary readings, and lecture slides. You will also be able to check your grades using this system.

<table>
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<tr>
<th>Program Learning Outcomes (PLOs):</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Intermediate</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate to Advanced</td>
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<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Intermediate to Advanced</td>
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<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
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<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
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Student Learning Outcomes (SLOs):

1. Identify and describe general scientific approaches that are used in psychological research
2. Demonstrate the ability to locate and evaluate sources of research information through the use of library database resources in psychology and in the popular media
3. Read and evaluate scientific results presented in tabular and graphical form
4. Demonstrate an ability to write about scientific work following APA style (6th edition)
5. Demonstrate an ability to correct errors in written work that should be following APA style
6. Use feedback from others (constructive criticism) to revise and improve written assignments
7. Identify and describe the advantages and disadvantages of the various research methods and take these advantages and disadvantages into consideration when interpreting psychological research
8. Define and describe a number of basic statistical concepts, including descriptive and inferential statistics
9. Recognize and demonstrate an understanding of ethical principles in psychological research

Attendance: This is an active learning class in which we will be doing examples, exercises, and problems in small groups and individually. If you miss class regularly, you will not participate in these activities and will not learn what you need to learn to progress in your major.

Classroom Policies: Please do your best to arrive on time and remain in class for the entire class period. Use a professional communication style, that is, only one person should speak at a time, there should be no private conversations. Ipods, cell phones and pagers must be turned off during all classes.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the
Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Assignments & Papers: All assignments are due at the start of the class meeting of the scheduled due date. Students will have 48 hours after the assigned due date to submit other assignments late for a 10% penalty, unless otherwise specified in the instructions for an assignment. No excuses are needed if an assignment is submitted before the late submission deadline. No assignments will be accepted after the 48 hour extension except in the cases of extreme emergencies, and when arrangements were made prior to the assignment’s original due date (not on the day of the late submission deadline). The assignments are described below.

Spelling and grammar will be considered when grading written assignments. Summaries, integrations, and proposals must be in APA style according to the 6th edition. If writing is not one of your strengths, it is recommended that you make an appointment to work with someone in the Academic Assistance and Resource Center (AARC). The AARC is on the first floor of the library, and they will provide technical writing assistance for student assignments and papers.

Choose four empirical journal articles on a topic of your choice.

- Select 4 research articles in psychology. You can recognize a research article by its careful description of subjects, methods, results, and discussion of the implications of the research. Do NOT choose a Psychology Today or other popular magazine article. The articles must be related to one another.
- The articles should also be on the same topic.
  - The best way to select a family of related articles is to start with one excellent paper, and then use its reference section to find other related pieces.
  - you can also use PSYCinfo’s “cited by” feature to find work that has cited your target article.
  - Best articles to choose:
    - NOT meta-analyses
    - Simple to interpret (Hint: If they have too many complex statistics, you won’t be able to use them, if you read the discussion section and are not able to understand the overall gist of the study, then don’t pick the article)

Turn in your articles via the drop box feature on Desire2Learn. A description (half of a page, double-spaced, maximum for each article) that includes why you chose the article, why you find it interesting, and how the topic relates to psychology. This should be written in everyday language. Double-spaced length requirement: 1 page.

Due date: October 3rd
**Summaries.** Read each article carefully. Write a summary of each article. Explain the theory and/or hypothesis each was testing, the method used, the most important results, and the main points in the discussion. Be very careful not to plagiarize at this stage (please re-read the syllabus statement and slides on plagiarism and paraphrasing).

Include an APA-style References section at the end of your submission (a separate, one-page document containing an APA style reference list of the articles).

Double-spaced length requirement: 4 pages (1 page for each article; not including reference section which should be completed on a separate page).

Due date: October 15th

**Suggested psychology journals:**
- Developmental Psychology
- Psychological Science
- Memory
- Science
- Journal of Experimental Psychology
- Psychological Reports
- Journal of Personality & Social Psychology
- Journal of Abnormal Psychology
- Journal of Counseling Psychology
- Cognitive Development
- Nature
- Journal of Research in Personality
- Journal of Neuroscience
- Brain and Behavioral Sciences

**Article Summary Presentations:**

You will present to the class summaries of each article. Your presentation should be 3-4 minutes. This presentation should use Microsoft PowerPoint, and should provide information in both written and visual (e.g., tables, graphs) form.

**Answer the following questions in your presentation.**
1. Title and author(s) of the articles.
2. Journal title, journal volume, year, and page numbers of the articles.
3. What were the researchers investigating?
4. Who or what were the participants in the study, how many were there, and what were their characteristics?
5. Were these participants divided into different groups (e.g. an experimental group and control group)? If so, describe and explain how they were treated or tested differently.
6. What observations were made or what tests were given or what data were collected?
7. Does this study seem to fit one of the basic types of research we discussed (descriptive research, correlational research, experiment)? If so, which type and why do you think so?
8. What conclusions did the researchers draw?
9. Were there any problems with the study (confounds)?
10. What were the implications? What was included in the discussion?
Your presentation will be graded based on the following:

*Visual Aid* /5
Did you successfully use power point to illustrate your ideas?

*Individual Presentation* /5
Were you able to convey the important points, and were selective on choosing facts, ideas and examples that are most significant to your topic?

*Questions* /10
Did you successfully answer the 11 questions?

**Integrate.** You are to write a brief paper that integrates your articles – how they are related, how the findings inform one another, how the findings compare and contrast, how the implications compare, etc.

Double-spaced length requirement: 2 pages

Due date: October 7th

**Proposal.** Propose a study to do. Given what you’ve learned from your four articles, what is a logical and interesting step forward? For example, could you test the theory or hypothesis in a new population? Can you do a replication plus extension? Is there some other new hypothesis to test?

In this step, you will first write a short paragraph describing your hypothesis and explaining why it is interesting and important. That is, state a hypothesis, link your hypothesis to past research, and write about why knowing whether your hypothesis is empirically supported would be important/beneficial. Head this section, “Hypothesis.” Then you will write two or three paragraphs describing how you will test your new hypothesis (head this section “Method.”). Explain whether and why you would use an experimental, correlational, or other design. Describe briefly the results you would expect to see if your hypothesis is supported. Based on the expected results, write about possible implications.

You should cite your sources and thus you must prepare a new APA-style References section.

Double-spaced length requirement: 2 pages

Due date: November 28th

**Grading – Descriptions, Summaries, Integration, Proposals:** You will be graded on your writing quality and the extent to which you followed the instructions.

**Exams:** There will be 5 exams and 1 final exam in this course. Students will have a full class period to complete each exam. No extra time will be provided, unless prior arrangements have been made through the Office of Disability Services. The exams will be multiple choice.

If you miss an exam, proof of illness or death of family member/friend will be required for a make-up. In addition, if circumstances prevent you from taking an exam on the scheduled day, alert me ahead of time (if possible). It will be your responsibility to make an appointment to take the exam.
Contact me immediately if you miss an exam. In order to be able to make-up an exam, you must contact me within 48 hours of the missed exam time.

**Course Grading:** Your course grade will be based on the number of points that you earn, through exams and assignments. To earn a specific letter grade, you must meet the minimum point total for that grade.

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<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>100</td>
<td>Exam 1</td>
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<td>100</td>
<td>Exam 2</td>
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<td>Exam 5</td>
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<td>100</td>
<td>Final Exam</td>
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<tr>
<td>50</td>
<td>Articles and Descriptions</td>
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<tr>
<td>100</td>
<td>Summaries</td>
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<td>100</td>
<td>Summary Presentation</td>
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<td>100</td>
<td>Integration</td>
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<td>Proposal</td>
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**Extra Credit**

You will receive .5% added to your final grade for each extra credit assignment that you complete. It is suggested that you participate in psychology experiments. Sign up for experiments using the online system, at [http://sfasu.sona-systems.com](http://sfasu.sona-systems.com). Alternative assignments include writing a reaction paper to an event related to psychology, writing a psychology article review, or creating 25 multiple-choice exam questions covering course content.

**GRADES**

- **A** = 90–100%
- **B** = 89–80%
- **C** = 79–70%
- **D** = 60–69%
- **F** < 60%
**Academic Integrity** You are responsible for making yourself aware of understanding the policies and procedures in the Student Handbook Cheating and Plagiarism Policy (A-9.1) that pertains to Academic Integrity.

**Definition of Academic Dishonesty** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty** A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student(s) involved, and initiate the following procedure:
- The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. The faculty member shall inform the student(s) of the procedure for addressing academic dishonesty, as well as the appeals process.
- After hearing the student(s)' explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will inform the student(s) what action will be taken. Penalties may include reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, or failure of the course. The faculty member may consult with the academic unit chair/director and dean in making these decisions.
- After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years.
- Upon second or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University.

Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.
**Student Appeals**  These steps are to be followed when making an academic appeal:

1. In the event of course-related disputes, the student must first appeal to the instructor within thirty (30) calendar days after the first class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit chair/director.

2. If the dispute is not resolved, the student may appeal in writing, stating the specific issues, to the instructor’s academic unit chair/director. The academic unit chair/director shall request a written statement from the faculty member. The academic unit chair/director shall provide both parties with a written recommendation for resolution.

3. If the dispute is still unresolved after appeal to the academic unit chair/director, the student or faculty member may appeal in writing to the instructor’s dean. The dean will notify the other party of the continuation of the appeal and provide all parties with a written recommendation after reviewing all documentation.

4. If the dispute is still unresolved after appeal to the dean, the dean may refer the appeal to the college council. If the college council has no student members, the dean will ask the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council will review all documentation and submit its recommendation to the dean.

5. If a resolution of the matter is still not reached, the student or the faculty member may appeal in writing to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation will be submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs in the appeal process. The provost and vice president for academic affairs will evaluate all documentation and any additional oral presentations from the student and faculty member.

6. The provost and vice president for academic affairs will inform the student and all persons involved in the appeal process of the final recommendation.

A student or faculty member shall have ten (10) business days from the conclusion of each step in which to appeal to the next level. A faculty member, after considering the outcome of the appeals process, shall retain complete academic freedom, including the right to assign semester grades.

**Incompletes or Grade Withheld: Semester Grades Policy:** In keeping with the University’s policy on the grade of Incomplete, a grade of WH will NOT be given as a substitute for a failing grade – the failing grade stands.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Students with Disabilities:** If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner.

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lessons</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Chapter 1 &amp; 14, APA Format</td>
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<tr>
<td>8/29</td>
<td>Chapter 2</td>
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<td>9/5</td>
<td>Chapter 3</td>
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<td>9/10</td>
<td>Exam 1</td>
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<td>9/12</td>
<td>Chapter 4</td>
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<td>9/17</td>
<td>Chapter 5</td>
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<td>9/19</td>
<td>Chapter 6</td>
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<td>9/24</td>
<td>Exam 2</td>
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<td>9/26</td>
<td>Library (InfoLab 2)</td>
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<tr>
<td>10/1</td>
<td>Chapter 7</td>
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<td>10/3</td>
<td>Chapter 7</td>
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<tr>
<td>10/8</td>
<td>Library (InfoLab 2)</td>
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<tr>
<td>10/10</td>
<td>Chapter 8</td>
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<tr>
<td>10/15</td>
<td>Article Summary Presentations</td>
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<td>10/17</td>
<td>Chapters 8 &amp; 9</td>
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<td>10/22</td>
<td>Chapter 9</td>
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<td>10/24</td>
<td>Exam 3</td>
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<td>10/29</td>
<td>Chapter 10</td>
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<td>10/31</td>
<td>Library (InfoLab 2)</td>
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<td>11/5</td>
<td>Chapter 10</td>
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<td>Chapter 11</td>
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<td>Chapter 12</td>
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<td>Chapter 12</td>
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<td>Chapter 13</td>
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<td>12/3</td>
<td>Chapter 13</td>
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<td>12/5</td>
<td>Exam 5</td>
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<tr>
<td>12/10 (1:00-3:00pm)</td>
<td>Final Exam</td>
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This schedule is subject to change at the discretion of the instructor.