Research Design in Psychology,
An Online/Livestream Hybrid Course
PSY 3441 – Section 032 & PSYC 3041 – Section 032
Fall 2021

Meeting Information
Official Class Times: MWF: 9:00-9:50am; Zoom meetings on select Mondays at 9am
Official Lab Times: Tuesdays: 12:30-1:45pm; Zoom meetings on select Tuesdays at 12:30pm
Location: BrightSpace (online; D2L.sfasu.edu) and Zoom

Professor Information
Professor: Dr. Lauren Brewer, Psychology Department
Office: McKibben 215R & Virtual via Zoom
Office Hours: Virtual: M: 3-4:30pm; T: 6-7pm; F2F: F: 8:30-11am or by appointment.
*Email is the best way to contact me. Please do not leave me a voicemail message. If you need to speak with me, please email me to make an appointment for an individual Zoom meeting.

Class GA: Rebekah Parrish
Email: ParrishRE@jacks.sfasu.edu
Office Hours: TBD

Materials

Email: For this course, please use the email platform contained within BrightSpace for all course-related correspondence. Additional information about email can be found in the Getting Started module until the link titled “Emailing Dr. Brewer.” Remember that you may forward your BrightSpace email out to another email platform, but you must log into BrightSpace to send an email response. In case of an emergency, please send e-mails to BrewerLE@sfasu.edu and include “PSYC 3441” in the subject line. You are responsible for checking your email daily.

BrightSpace: The majority of the learning for this course will take place online in BrightSpace, which can be accessed at the following web address: d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. All graded work will be submitted via BrightSpace, and your course grades will be posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk immediately at https://www.staonline.info/supportandtutorials- or call (936) 468-1919.

Zoom: On select Mondays (class) and Tuesdays (lab), we will meet in a synchronous Zoom classroom. Links to each Zoom room will be posted on BrightSpace. Be sure to read the Zoom Etiquette and Expectations page in the Getting Started module.

Hashtag: Students often want to discuss course-related content on social media. To help us connect, feel free to use the hashtag #SFAPSYC3441 when posting on your favorite social media platforms.
TEACHING PHILOSOPHY

Psychology is the scientific study of the mind, brain, and behavior. I hope to pass my passion for psychological science and statistics on to you this semester. I hope you will come away from this class with a respect for psychological research and writing. I want this class to have a relaxed atmosphere in which students feel safe asking questions and discussing all things related to psychology. I want to learn from you as much as, if not more than, you learn from me.

OVERVIEW

Course Description: Research methods, emphasizing use of experimental control and analysis of data for reporting experimental results in the psychological study of human and non-human behavior. This is a writing enhanced course. This means that you must write a minimum of 3,000 words or 10 pages throughout the semester. The course will include instruction in discipline-based writing among its objectives. You will be required to revise and resubmit at least one writing assignment during the semester. Out-of-class writing assignments will count for a minimum of 20% of the course grade.

Prerequisites: PSY 330/PSYC 3330+3130 with a grade of C or higher, or consent of instructor

Program Learning Outcomes (PLO)

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

Student Learning Outcomes: By the end of this course, students should...

1. Understand the importance of methodology to the scientific knowledge we, as a society, have gained and value well-designed research
2. Be familiar with the many different types of methods used by different types of psychologists
3. Be able to interpret research findings presented in professional journal articles
4. Gain experience in experiment design and conducting research, as well as writing a scientific article
5. Apply APA standards to scientific writing and be able to describe those standards
**Course Structure:** This class is divided into 2 parts: class (taught by Dr. Brewer) and lab (taught by Dr. Brewer and Rebekah Parrish). Both parts are vital to your development as a psychology student and your final grade. During the class portion of the course, we will discuss topics relating to ethics, experimental design, interpretation, and communicating results in an article format. We will also learn how to use the statistics associated with the research designs we learn about in class. We will analyze data using JAMOVI software, which is downloadable for free.

The primary purpose of the lab portion of this class is to allow you opportunities to practice reading and writing journal articles and designing a research study from start to finish based on the information you learn during class. There is not a separate grade for the lab; your lab grade is incorporated into your final grade for the course.

Throughout this course, you will write an individual research proposal that could be carried out during a semester-long research seminar class (e.g., PSYC 4397). The purpose of the proposal is to give you practice developing a hypothesis, designing an experiment, outlining your data analysis plan, and presenting your anticipated results. Specific instructions for the research proposal can be found on BrightSpace.

**Module Accessibility:** Barring unforeseen circumstances, modules will become available on Mondays at 12:01am.

**COURSE EXPECTATIONS**

**Willingness to Learn:** Please approach this class with a willingness to learn. The material can be challenging, but I am here to tackle it with you. I would consider this course a failure if I did not at some point succeed in perturbing or irritating you. Critical thinking is not easy and frequently forces us to reexamine cherished beliefs. Please keep an open mind at all times. Both giving and taking criticism is a skill that must be practiced. Do not withdraw into stony silence. Please express your views while at all times remembering to respect the viewpoints of others.

**Reading:** Plan to read all of the assigned reading before taking each Module Quiz. Although we will cover some of the text, there will be parts of each chapter we do not discuss together. You are still responsible for the assigned material in the text.

**Lessons:** Because we are not meeting face-to-face, I’ve recorded my lessons and posted them to BrightSpace for you to watch at your convenience. Some of what is in the lessons is also discussed in the readings, but much of it is not. In order to do well on the module quizzes, you should watch the lessons making sure to actively take notes while watching. Note that most modules contain multiple lessons. Although most lessons are less than 20 minutes, please remember that you can pause the lessons and take breaks as you need them.

**Class Time Livestreamed via Zoom:** On several Mondays (class) and Tuesdays (lab) throughout the semester, we will meet synchronously together on Zoom during our regularly scheduled class times. We will cover a variety of topics during these Zoom sessions. In class, students may be given a short assignment, topic, or prompt to work through in small teams in breakout rooms, and at the end of the session, students may be given instruction about what to do with the work they created. Sometimes the work created during class time will serve as the foundational or preparatory work for that module’s assignment. In lab, we will discuss what you need to know to prepare for your next several assignments. Students are encouraged to attend these livestreamed Zoom sessions, but they are NOT required. Dates for each Zoom session are below.
Sessions will begin at our regularly schedule class time, selected Mondays at 9am, and lab time, selected Tuesdays at 12:30pm. Please put these dates and times in your calendar now. Links to the Zoom sessions are posted in our course's BrightSpace page.

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Lab Sessions</th>
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</thead>
<tbody>
<tr>
<td>August 23rd @ 9am</td>
<td>August 24th @ 12:30pm</td>
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<tr>
<td>August 30th @ 9am</td>
<td>September 7th @ 12:30pm</td>
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<td>September 20th @ 9am</td>
<td>October 5th @ 12:30pm</td>
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<td>October 11th @ 9am</td>
<td>October 19th @ 12:30pm</td>
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<td>October 25th @ 9am</td>
<td>November 16th @ 12:30pm</td>
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<td>November 8th @ 9am</td>
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<td>November 29th @ 9am</td>
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**GRADING**

Types of Graded Work: Quizzes, Class Assignments, Lab Assignments, Final Research Proposal (and related components), and the Final Exam

Quizzes: Each module contains one quiz to be taken after completing the lessons and readings. These quizzes are designed to encourage you to deeply process what you have learned in each module. Quizzes are open note and book and are worth 10 points each. Students will be given 10 minutes (plus a one-minute grace period) to complete each quiz, so it’s in students’ best interest to actively take notes on the lessons and readings before taking the quizzes. Because technological problems occasionally occur, students will be allowed two attempts per quiz, and only the highest grade for each quiz will be recorded. These quizzes can be found within each BrightSpace Module and are due on Saturdays by 11:59pm.

Class Assignments: There are four class assignments in this course. The first is the Getting Started Discussion Board Post found in the Getting Started Module and is worth 10 points. The other three class assignments can be found in Modules 7, 8, and 9 and are statistics-based problem sets designed to help prepare you for the final exam. Each of those three class assignments is worth 20 points.

Lab Assignments: There are 10 lab assignments for this course. Each Lab Assignment is described below.

- **Resumes**: This is one of the last courses you will take as a psychology major, so it is important to prepare a professional resume. At two points in the semester you will be required to submit an up-to-date resume. These resumes will be submitted via dropboxes in the Getting Started Module and in Module 10. Each is worth 10 points.

- **Research Proposal Idea**: You can earn up to 10 points when you submit and get approval for your Research Proposal idea. (Module 1)

- **Article Summary**: To prepare you to write your Research Proposal Introduction, students can earn up to 20 points by completing a journal article summary. (Module 2)

- **CITI (Ethics) Training**: Each student will complete the CITI online training course on the ethical conduct of research using human participants. Upon successful completion of
the course, you earn 10 points by uploading your completion certificates the dropbox found in Module 3. You should allot 2-3 hours to complete CITI Training. (Module 3)

**Research Proposal Introduction:** Students can earn up to 30 points when they submit the introduction section of their Research Proposal for feedback. (Module 4)

**Discussion Board Posts:** Students can earn up to 10 points each when they complete the Discussion Board assignments. (Modules 5 and 6)

**Research Proposal Method:** Students can earn up to 30 points when they submit the Method section of their Research Proposal for feedback. (Module 7)

**Research Proposal Discussion & Results:** Students can earn up to 20 points when they submit the (combined) Results and Discussion sections of their Research Proposal for feedback. (Module 8)

**Final Research Proposal:** There are four parts to the Final Research Proposal. Each Lab Assignment is described below.

**Final Research Proposal Manuscript:** Students can earn up to 100 points when you submit your Final Research Proposal Manuscript. The proposal must be written in APA style and follow standard APA formatting rules. The main body of your paper (excluding the title page, abstract, and references) should be between 2100 and 2400 words in length. Your introduction should also include at least five (5) properly cited references (i.e., use professional peer-reviewed journal articles, book chapters, or books). (Module 9)

**Final Research Proposal Presentation:** Students can earn up to 50 points when they post the link to their Final Research Proposal Presentation to the Discussion Board in Module 10. Students will present their research proposal to the class via a Zoom recording of their presentation.

**Final Research Proposal Questions:** Students can earn up to 10 points by asking five peers questions about their Final Research Proposal Presentations (two points per question, up to 10 points). Students will ask these questions by responding to presenters’ initial posts in the Discussion Board in Module 10.

**Final Research Proposal Answers:** Students can earn up to 10 points by answering the questions their peers asked of them. Students will answer these questions by responding to peers’ questions on presenters’ initial posts in the Discussion Board in Module 10.

**Cumulative Final Exam:** The final exam is worth 100 points. It will be an open-note exam covering all readings and lessons from the entire semester. The final exam will be available in BrightSpace all day on Wednesday, December 8, 2021.

**University-Approved (Excused) Absences:** The following will be considered excused absences: documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official university activities. Consideration will also be given to students whose dependent children experience serious illness. Students experiencing COVID-19-related illness are encouraged to contact Dr. Brewer to discuss necessary accommodations.
**Final Exam Make-up Policy:** If you miss the final exam for an **excused reason** (see above), you can make it up by providing me with documentation of your absence. If you miss a test for an **unexcused reason**, you may receive a zero.

**Due Dates:** Generally, we will cover one module per week. Work for each module is due by 11:59pm on the Saturday following the Monday the module was released, except for Modules 7, 8, and 9, when the work is due by 11:50pm on the second Saturday following the Monday the Module was released.

**Late Work:** With the exception of the final exam, all work will be given a 24-hour grace period in which no penalty will be assessed. Students who need an extension greater than 24 hours should contact Dr. Brewer BEFORE the work is due (see Due Dates above). After the 24-hour grade period, late work will only be accepted in rare instances.

**Extra Credit:** Throughout the semester you may have an opportunity to earn extra credit. Extra credit should not replace studying. If you are struggling with the course material come see me as soon as you are having trouble. In this course, the material builds on itself, so it is important that you do NOT fall behind.

**Grading:**

- 10 Quizzes X 10 points/quiz = 100 points
- Class Assignments = 70 points
  - Getting Started Discussion = 10 points
  - 3 Stats Assignments X 20 points/assignment = 60 points
- Lab Assignments = 160 points
  - 2 Resumes x 10 points/resume = 20 points
  - Research Idea = 10 points
  - Article Summary = 20 points
  - CITI (Ethics) Training = 10 points
  - Research Proposal Introduction = 30 points
  - 2 Discussion Board posts X 10 points/post = 20 points
  - Research Proposal Method = 30 points
  - Research Proposal Results and Discussion = 20 points
- Final Research Proposal
  - Final Research Proposal Manuscript = 100 points
  - Final Research Proposal Presentation = 50 points
  - Final Research Proposal Questions = 10 points
  - Final Research Proposal Answers = 10 points
- Final Exam = 100 points

**TOTAL POINTS AVAILABLE = 600**

**Computing your final grade:** \[
\text{Percentage} = \frac{\text{all points earned + extra credit}}{600} \\
\text{(all points earned + extra credit) = Total Points}
\]
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>537-600</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>477-536</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>417-476</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>357-416</td>
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<tr>
<td>F</td>
<td>0-59%</td>
<td>0-356</td>
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</table>

Except in cases in which your final grade has been calculated in error, please do not e-mail me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade. Ultimately, you receive the grade you earn. Standard rounding rules apply (.5 and above round up).

_Syllabus:_ This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing me. Because I am confident that you all will use this syllabus, I am rewarding you with 3 extra credit points. Here is the catch. Each time you email me about a question that is answered in the syllabus, you lose some of these extra credit points. My advice is to refer to your syllabus before emailing me with questions. With this said, if you EVER have a question that is NOT answered in the syllabus, please don’t hesitate to ask!

**COURSE POLICIES**

_Submitting Work:_ All work will be submitted via BrightSpace. See Due Dates (above) for additional information

_Incorrect or Unreadable Files:_ If you submit the wrong file or the file is unreadable, you may earn a zero. Please make sure you are submitting the correct files and that you save and submit your work as a .doc or .docx file, unless otherwise specified.

_Document Formatting:_ Per the requirements of APA style, all graded work should be typed into a .doc(x) file with 1-inch margins. The text should double-spaced and written in 12-point Times New Roman or Arial font. Cover page and running head are only required when instructed to be used.

**ADDITIONAL INFORMATION**

_Civility:_ I expect you to act civilly at all times. This is especially true in our Zoom class sessions and in our Discussion posts. You are expected to respect yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrespectful communication (i.e., rude or aggressive tone in discussion posts or e-mail), using the course website and materials for non-class related purposes, tardiness to Zoom meetings, talking while another student is talking or while I am teaching during Zoom meetings, or breaking the Student Conduct Code. Students engaging in uncivil or disruptive behavior may be removed from the class. Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Grievances: I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact my department chair, Dr. Scott Hutchens (HutchensS@sfasu.edu).

Personal reactions to topics: Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus. More information can be found on in the Mental Health section below and in the Getting Started module.

Disputes about Course Grades: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a grade, please refer to the University policy: http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf

Copyright Statement: Many of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Statement of Usage: Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course for non-instructional purposes is strictly prohibited and may be prosecuted under applicable policies or laws. By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

As a courtesy, Zoom-recorded (lesson) videos automatically produce audio transcripts (Otter.ai™) that attempt to capture and translate the speaker’s exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Brewer has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Brewer is not responsible for any transcription errors or misinterpretations by the user.

Academic Integrity (4.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself, and me enough not to participate in academic dishonesty.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or
invention of any information, including citations, on an assignment; and/or (3) 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: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at: https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

**Withheld Grades Semester Grades Policy (5.5):** 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.

**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 10.4). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources that are available to help SFA students succeed.

**Students with Disabilities:** 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/.

**Mental Health:** SFA values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential. **On-campus Resources:** SFA Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), Rusk Building, 3rd Floor, 936.468.2401; SFA Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services, Room 202, 936.468.1041 **Crisis Resources:** Burke 24-hour crisis line: 1.800.392.8343 Suicide Prevention Lifeline: 1.800.273.TALK (8255); Crisis Text Line: Text HELLO to 741-741

**Parent and Caregiver Accommodations:** Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools potentially facing sudden closures, it is anticipated that children and others with care needs may become incorporated into your learning experience. Breastfeeding babies and children of all ages are welcome and may be visible on screen during our class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able. Do not take any photos, audio, or video of any children on screen. Students who do so are in violation of course policy, which may result in failing assignments and/or the course. All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use
the chat function as needed. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in me being able to accommodate any special needs that arise. Although the expectations for all students are high, Dr. Brewer is happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

Safe Space: My [virtual] office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at http://en.wikipedia.org/wiki/Safe-space and http://www.sfasu.edu/counselingservices/193.asp

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and due dates as necessary. I will announce any changes both during Zoom sessions and on D2L.

Responsibility Statement and Disclaimer: You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course BrightSpace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. You should anticipate technological problems and work to rectify them before course work is due. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

Doing Well in this Course: Doing well in this course requires hard work, patience, and self-discipline. Because we don’t meet together every week, I strongly suggest you spend time each day reviewing and practicing this material. Cramming is ineffective because it exposes you to information at a shallow, superficial level. Research in cognitive psychology shows that deep processing—processing information in a meaningful way and linking concepts to previous knowledge—increases learning (Chew, 2008). Learning this material will be difficult if you cram and process it at a shallow level. To steadily reinforce your knowledge, you should read the readings closely, connect concepts in meaningful ways (either to class examples or to your own life), and space out your studying. Allow yourself enough time for this process (i.e., don’t begin studying for a quiz the day of the quiz!).

Credit Hour Justification: PSYC 3441 “Research Design” (4 credits) is a writing-intensive course which is designed to introduce students to research design in psychology by covering the application of research methods emphasizing use of experimental control and analysis of data for reporting experimental results in the psychological study of human and non-human behavior. Students typically have significant weekly reading assignments, writing assignments, and quizzes and are expected to take a cumulative final examination. These activities average at a minimum 8 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least four hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.
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<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Chapters</th>
<th>Topic</th>
<th>Assigned Work</th>
<th>Work Due</th>
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</table>
| 1 (8/23-8/28) | Getting Started | Appendix B | Intro to Course and APA Style | C: GS Quiz & Discussion  
L: Resume 1 | 8/28 |
| 2 (8/30-9/4) | 1 | 1 | Thinking like a Researcher | C: Module 1 Quiz  
L: Research Idea | 9/4 |
| 3 (9/6-9/11) | 2 | 2 | The Research Process | C: Module 2 Quiz  
L: Article Summary | 9/11 |
| 4 (9/13-9/18) | 3 | 3 | Ethics | C: Module 3 Quiz  
L: Citi Training Certs | 9/18 |
| 5 (9/20-9/25) | 4 | 4 | The Psychologist's Toolbox | C: Module 4 Quiz  
L: RP Introduction | 9/25 |
| 6 (9/27-10/2) | 5 | 6 | Observational Research | C: Module 5 Quiz  
L: Discussion Board Post | 10/2 |
| 7 (10/4-10/9) | 6 | 7 | Survey Design & Scale Construction | C: Module 6 Quiz  
L: Discussion Board Post | 10/9 |
| 8 (10/11-10/16) | 7 | 8 | Two-Groups Designs | C: Module 7 Quiz  
C: TGD Assignment  
L: RP Method | 10/23 |
<p>| 9 (10/18-10/23) | | | | | |</p>
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<th>Chapters</th>
<th>Topic</th>
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