Research Design in Psychology  
PSYC 3341 – Section 1  
Spring 2024 – Face-to-Face

Meeting Information
Where: McKibben Education Building (ED), Room 127  
Lecture: Tuesdays and Thursday, 9:30-10:45am

Professor Information
Professor: Dr. Lauren Brewer, Psychology Department  
Office: McKibben 215  
Phone: (936) 468-1470*  
E-mail: BrewerLE@sfasu.edu  
Office Hours: T/R: 1:45pm-3pm; Wednesday: Noon – 2:30pm; 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 meeting.

Class GA: Ares Parkhurst  
Email: parkhurssc@jacks.sfasu.edu

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 3341” in the subject line. You are responsible for checking your email daily.

BrightSpace: The course has a BrightSpace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. You will find your course grades posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk or call (936) 468-1919.

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 also hope to learn from you as much as, if not more than, you learn from me.

Overview
Course Description: This course identifies research methods emphasizing use of experimental control and analysis of data for reporting experimental results in the psychological study of human and nonhuman behavior.

Prerequisites: PSYC 3330 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</td>
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<tr>
<td>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, conducting research, and writing a scientific article
5. Apply APA standards to scientific writing and be able to describe those standards

Course Grading

Exams: There will be four exams. The fourth will occur during our final examination block and will cover everything from the entire course (although the emphasis will be on Chapter 11). You are expected to take all exams in class on the dates listed on the course calendar – unless you have a faculty notification (see Excused Absences section) or other absence warranting excusal. You are expected to arrive on time on exam days. Students who are more than five minutes late to exams may receive a zero on their exams. Further, students must return both their answer sheet AND exam booklet in order to receive a test grade. Any student who fails to return his or her answer sheet and/or exam booklet may receive an automatic zero for that exam. If you miss an exam because of an excused absence via faculty notification (see Excused Absences section) or from Dr. Brewer, you may make up the missed exam. If you miss an exam because of an unexcused absence, you may receive a zero for the missed exam.

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 will be required to upload your completion certificates to our D2L dropbox. You should allot roughly 2-3 hours to complete the ethics courses. Instructions for CITI training can be found on D2L.

Research Proposal and Presentation: Throughout this semester 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. The proposal must be written in APA style and follow standard APA formatting rules. You will present your research proposal idea to the class. We will discuss the proposal presentation in greater detail during the semester. Additional instructions for the research proposal will be the Research Proposal tab on BrightSpace.
Psychology Department Assessment Assignment: In order to determine whether the SFA Psychology Department is meeting its own goals related to high-quality teaching, students in PSYC 3341 will complete an assessment assignment. Students’ grades will be based on completion, so all students should complete this assignment. More information about this assignment will be available in class and on BrightSpace.

Extra Credit: You may have an opportunity to earn extra credit. Extra credit should not replace studying. In this course, the material builds on itself, so it is important that you do NOT fall behind. If you do, talk with Dr. Brewer.

Grading Formula:  
4 Exams X 100 points/exam = 400 points  
Ethics Training = 10 points  
Proposal Topic = 10 points  
Proposal Article Summary = 20 points  
Proposal Introduction Draft = 20 points  
Proposal Method Draft = 20 points  
Proposal Results & Discussion Draft = 20 points  
Final Research Proposal = 50 points  
Proposal Presentation = 40 points  
Psychology Department Assessment Assignment = 10

TOTAL POINTS AVAILABLE = 600

Computing Your Final Grade: Standard rounding rules are applied to final grade only (e.g., 536.7 is rounded up to 537 [A], whereas 536.3 is rounded down to 536 [B]). Fractional points may be earned on graded work.

\[
\text{Letter Grade} \quad \text{Percentage} \quad \text{Total Points Needed} \\
\hline
A & 90-100\% & 537-600 \\
B & 80-89\% & 477-536 \\
C & 70-79\% & 417-476 \\
D & 60-69\% & 357-416 \\
F & 0-59\% & 0-356 \\
\hline
\]

Total Points = all points earned + extra credit

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 5 extra credit points (that’s almost 1% of your final grade). 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 ask! Also, I’m happy to answer ANY question during office hours and before/after class.

**Important:** 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 (i.e., asking for extra credit opportunities).
Course Expectations

Willingness to Learn: Please come to class every day 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 each exam. Although we will cover some of what is in the text during class, there will be parts of each chapter we do not discuss together. You are still responsible for the material from the texts that we do NOT cover in class.

Class Time: You should take your own notes during class. You’ll remember the material much better if you write notes in your own words. If you miss a class for any reason, you MUST get the notes from a classmate. Additionally, some material that will be covered in class will NOT be found in the textbook. Therefore, in order to do well in this class, you need to read the reading assignments and attend class.

Participation: I want to hear from each of you. For this reason, each student will give a presentation during this course.

Class Attendance: Class attendance is not required (but strongly encouraged). On average, the more a student attends class, the higher is his or her final grade. However, please DO NOT come to class if you are feeling at all sick.

Coming Late to Class/Leaving Early: Students are encouraged to come to class on time and to stay for the entire class period. However, students are allowed to come late and leave early, as long as they 1) do their best to minimally disrupt class when they arrive/leave and 2) don’t make a habit out of coming late and/or leaving early. Students must NOT be more than five minutes late on exam and presentation dates, or they may receive a zero on their exam or presentation.

Missing Class: I make no distinction between a good and a bad reason to miss class, so there is no need to bring me excusal documentation (note that this is different on exam and presentation days; see Excused Absences section). If you miss class and want the class notes, you MUST get them from a fellow student. If you miss an exam and have a faculty notification or other excuse documentation, talk with Dr. Brewer about a make-up exam.

Excused Absences: As outlined by the Dean of Students Office, one way for me to excuse your absence is for documentation to be approved through a faculty notification request, which includes the following process:

1. Step 1: Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. Step 2: SFA’s Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.
3. Step 3: SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.
4. Step 4: It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member’s discretion to honor approved circumstantial requests.
Faculty Notification Requests are best used when students need to be away from class for more than one class day (e.g., recovering from surgery, death in the family, call to active military duty). In the event of single-class absences (e.g., dentist/doctor’s appointments, sick children, short-term illness), students can email a copy of their excusal documentation directly to Dr. Brewer. Dr. Brewer is unlikely to excuse absences without documentation.

**Submitting Work:** All work will be submitted via Dropbox on D2L. Unless otherwise stated, work will be due at 11:59pm on the date it is due.

**Late Work:** Work is considered late if it is submitted after the due date and time. Students will receive a 25% penalty for each day (24-hour period) the assignment is late (e.g., work turned in 30 hours late will receive a 50% penalty).

**Incorrect or Unreadable Files:** If you submit the wrong file or the file is unreadable, you will earn a late penalty (see above). 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-space and written in 12-point Times New Roman or Arial font. Cover page and running head are only required when instructed.

**University Policies, Requirements, and Information**

**Institution Absences (HOP 04-110):** An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences). There are NO Keystones Events in this class.

**Academic Integrity (HOP 04-106):** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not
authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (HOP 02-206):** 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 coursework 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 to compute the grade point average. For additional information can be found at the link above.

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, 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:**
*The Dean of Students Office*
(Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

*SFA Human Services Counseling Clinic*
(Human Services, Room 202)
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041
The Health and Wellness Hub “The Hub” (Location: corner of E. College and Raguet St.)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008; thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Final Course Grade Appeals: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a final course grade, please refer to the relevant policy: https://www.sfasu.edu/docs/hops/04-109.pdf

Credit Hour Justification: PSYC 3341 “Research Design” (3 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. The course typically meets 150 minutes a week in two 75-minute segments for 15 weeks, and also meets for a 2-hour final examination period. In this course students learn how to design experiments and write in APA style culminating in the development of an original empirical research proposal. Students typically have significant weekly reading and writing assignments, learn and practice using statistical software, are expected to take regular tests, and complete an extensive final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Additional Information

COVID- and Illness-Related Expectations: COVID-19 is no longer a pandemic; it’s endemic (in epidemiology, this means that the disease is consistently present in our population). Each day we are learning new information about this complex virus, its transmissibility, and about how we can successfully live with it. There are actions we can choose to take to protect ourselves and others. Consider staying home or wearing a mask if you aren’t feeling 100%, and give ample physical space between you and others when sick.

Even with the most careful precautions, students (and professors and other staff) may become ill this semester. If you feel ill at all, have a sore throat, fever, cough or other symptoms, have been exposed to someone who is sick or who tests positive for COVID, think you may have COVID, or are positive for COVID, please stay home. I will make every effort to work with you, if you miss class due to illness. I simply ask that you do your part to reduce the likelihood that you get sick, whenever possible, and by staying home if you aren’t feeling well. Your efforts are greatly appreciated!

Civility: I expect you to act civilly at all times. This means respecting 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 person or via e-mail), using the course website and materials for non-class related purposes, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing
headphones, using a laptop or tablet during class (unless instructed to do so), disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the classroom. Audio or video recordings or taking pictures without my permission are not allowed.

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.

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.

Safe Space: My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+ or with many other marginalized groups. 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.stasu.edu/counselingservices/193.asp

Technology Prohibition: Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class. However, students are allowed to petition for an exemption, which requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. Writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by me. Students with disabilities (and their assigned note takers) will be given special consideration. You will be allowed to use the computers in class only when given permission. Students who use the computers without permission will be dismissed from class.

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.

Artificial Intelligence (AI): The use of generative AI tools (e.g., ChatGPT, Google Bard) to create and submit non-original work in this class is not authorized and may constitute a violation of the Code of Student Conduct and Academic Integrity (see Academic Integrity section above). All work created for and submitted in this class, written or otherwise, should represent your own original work. Students are encouraged to use proofreading/editing AI, but AI used to create work submitted for a grade is never acceptable.

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 is strictly prohibited and may be prosecuted under applicable policies or laws (see
Academic Integrity section). 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.

Zoom-recorded 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.

Parent and Caregiver Accommodations: Parents and caregivers deserve access to education. Although parents are encouraged to find other care arrangements, there may be times when children are in our classroom. Breastfeeding babies are always welcome in class. Children of all ages who can sit quietly and who cause minimal disruptions are also welcome. (Note: we will regularly talk about topics that may not be suitable for children; please use discretion when bringing your child to class, and consider talking with Dr. Brewer in advance about whether a specific class session is acceptable for children.) If and when children are in our classroom, do not take any photos, audio, or video of these children. Students who do so are in violation of course expectations. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in my 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.

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 exam dates as necessary. I will announce any changes both in class 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. 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.
Web Resources
SFASU OWL (a brief introduction to APA style): https://mytutor.sfasu.edu:8080/owl/research/5
Purdue OWL (an extensive guide to APA style): https://owl.english.purdue.edu/owl/section/2/10/

General Study Advice

1. Beliefs That Make You Fail… or Succeed: http://www.youtube.com/watch?v=RH95h36NChI&list=SP85708E6EA236E3DB&index=1
2. What Students Should Understand About How People Learn: http://www.youtube.com/watch?v=9O7y7XEC66M&list=SP85708E6EA236E3DB
3. Cognitive Principles For Optimizing Learning: http://www.youtube.com/watch?v=1xeHh5DnClw&list=SP85708E6EA236E3DB
4. Putting The Principles For Optimizing Learning into Practice: http://www.youtube.com/watch?v=E9GrOxhYZdQ&list=SP85708E6EA236E3DB
5. I Blew The Exam, Now What?: http://www.youtube.com/watch?v=-QVRiMkdRsU&list=SP85708E6EA236E3DB
## Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>1/18</td>
<td></td>
<td>Course Introduction</td>
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<tr>
<td>1/23</td>
<td>Appendix B</td>
<td>CITI Training, Discussion of Research Proposal, &amp; Review of APA Style</td>
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<tr>
<td>1/25</td>
<td>Ch 1</td>
<td>Psychology as a Science</td>
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<tr>
<td>1/30</td>
<td>Ch 2</td>
<td>The Research Process</td>
<td>Proposal Topic</td>
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<tr>
<td>2/1</td>
<td>Ch 2</td>
<td>The Research Process</td>
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<td>2/6</td>
<td>Ch 3</td>
<td>Ethics</td>
<td>Article Summary</td>
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<td>2/8</td>
<td></td>
<td>Exam 1 (Chapters 1-3, APA Style)</td>
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<tr>
<td>2/13</td>
<td>Ch 4 &amp; 5</td>
<td>The Psychologist's Toolbox</td>
<td>CITI Certificates</td>
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<tr>
<td>2/15</td>
<td>Ch 6</td>
<td>Descriptive Statistics Review</td>
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<td>2/20</td>
<td>Ch 7</td>
<td>Survey Design and Scale Construction</td>
<td>Proposal Intro</td>
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<td>2/27</td>
<td></td>
<td>Exam 2 (Chapters 4, 6, and 7)</td>
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<tr>
<td>2/29</td>
<td>Ch 8 &amp; 10</td>
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**PROPOSAL PRESENTATIONS**