I. Course Description and Expectations

A. Corequisite: Psyc 2
This course introduces students to the methods used in the science of Psychology. Inherent in this learning process is the development of critical thinking skills. Topics include psychology as a way of knowing, the role of science in Psychology, the nature of psychological research, psychological measurement, and research ethics. You will learn how to identify and design case studies, survey research, field studies, correlational research, and experimental research. You will conduct a literature review and write a research report.

B. This is a required course to earn a Bachelor of Arts degree or a Minor in Psychology. Research Methods (and later Statistics) is different than most other Psychology courses you will take, and it will feel strange initially. But on your quest to develop critical thinking skills, this course is an important stepping stone. You will get out of this class what you put into it. I welcome and encourage comments and questions in and outside of class.

- Expectations of students include: class preparation and participation, attendance and attention during class, a willingness to adopt a new perspective about research and critical thinking, and taking responsibility for your own personal progress (“What do I need to do to learn this for myself?”)
- What you can expect: a variety of lesson styles, organized presentation of course content, and active interaction with course material. Finally, I am always available to discuss questions/concerns outside of class, so I encourage you to email or contact me with any questions that arise this semester.

II. Required Class Materials


C. Canvas (free): This online platform supports the online hub of our course. You will find links to your LearnSmart homework as well as assignment links for your research paper, announcements and grades. Access is free with a SacLink user account.
III. Student Learning Outcomes (SLOs)

<table>
<thead>
<tr>
<th>By the end of this course, students will be able to:</th>
<th>By:</th>
<th>Assessed by:</th>
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<tbody>
<tr>
<td>1. Describe the main research methods of Psychology (<em>PSYC LO: Competence in the discipline of Psychology</em>)</td>
<td>Reading assigned text &amp; completing LearnSmart homework; participating in class activities</td>
<td>iRAT/tRAT, Homework, Application Activities, Final Exam</td>
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<tr>
<td>2. Develop research skills by comparing/contrasting examples of research studies (<em>PSYC LO: Intellectual Skills - Critical Thinking</em>)</td>
<td>Participating in class activities; Participating in the Psychology Research Pool (or alternative assignment)</td>
<td>Application Activities; Completion of Psychology Research Requirement</td>
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<tr>
<td>3. Analyze research as a problem-solving procedure (i.e. how to formulate a hypothesis, design a study, interpret results, and communicate findings) (<em>PSYC LO: Intellectual Skills - Inquiry &amp; Analysis</em>)</td>
<td>Participating in class activities; conducting your own research study and writing up the results</td>
<td>Application Activities, Research Paper &amp; Poster</td>
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<tr>
<td>4. Transfer your knowledge and skills to conduct your own research project (<em>PSYC LO: Intellectual Skills - Critical Thinking; Inquiry &amp; Analysis</em>)</td>
<td>Conducting your own research study, writing up, and presenting the results</td>
<td>Research Paper &amp; Poster</td>
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<tr>
<td>5. Create a report or summary of your own research project (<em>PSYC LO: Written and Oral Communication</em>)</td>
<td>Writing a research paper and creating a research poster</td>
<td>Research Paper &amp; Poster</td>
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IV. Methods of Instruction

Methods of instruction will include class discussion, demonstrations, clarification (mini) lectures, team problem solving, individual and team tests, and graded peer evaluations.

V. Assessment & Assessment Descriptions (FINAL GRADE = 70% Individual & 30% Team)

<table>
<thead>
<tr>
<th>Final Grade:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tr>
<td>Total Points Earned:</td>
<td>≥ 954</td>
<td>848 - 953.9</td>
<td>742 - 847.9</td>
<td>636 - 741.9</td>
<td>&lt; 636</td>
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<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Grade:</th>
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<tbody>
<tr>
<td>Individual Readiness Assurance Test (iRAT)</td>
<td>25 pts each x 4 100 points total</td>
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<tr>
<td>Connect/SmartBook Homework</td>
<td>12 pts each x 12 144 points total</td>
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<tr>
<td>Peer Evaluations</td>
<td>30 pts each x 3 90 points total</td>
</tr>
<tr>
<td>Literature Review</td>
<td>11 pts 11 points total</td>
</tr>
<tr>
<td>Research Paper Introduction</td>
<td>20 pts 20 points total</td>
</tr>
<tr>
<td>Research Paper Methods</td>
<td>20 pts 20 points total</td>
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<tr>
<td>Research Paper Results</td>
<td>20 pts 20 points total</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50 pts 50 points total</td>
</tr>
<tr>
<td>Final Exam</td>
<td>275 pts x 1 275 points total</td>
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<tr>
<td>Psychology Research Participation</td>
<td>Complete / Incomplete</td>
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Total Individual Points: 730 points
**ASSESSMENT DESCRIPTIONS**

### A. Individual Readiness Assurance Test (iRAT) & Team Readiness Assurance Test (tRAT): The readiness assurance tests (RATs) will be taken at the beginning of each topic module (typically 20 multiple-choice questions).

- In preparation for the start of each module, you will read the assigned chapter sections and complete each chapter’s LearnSmart assignment (pre-class preparation).
- On the first day of each module, you will do the iRAT on your own (worth 25 points). After you complete the iRAT, you will do the same RAT again with your team (tRAT, worth 40 points).
- The iRAT will be taken online, so you will need to bring a laptop, tablet, or phone with you to class to do this. If you do not have one of these devices, click [HERE](#) to learn about checking out a laptop or tablet for a 4-hour period.

### B. Research Paper and Poster Project: Working in your team, you will conduct your own research experiment, write it up, and present it to the class. Each group will decide on a research topic, collect data and calculate descriptive statistics, and submit a poster. In addition, each student will submit their own research paper. The details and assignment links for this project are located on Canvas. Briefly:

- **First**, each student will be assigned to a team. Each team will brainstorm potential research topics.
- **Second**, each student will submit a literature review.
- **Third**, each student will submit the Introduction and Bibliography of their paper.
- **Fourth**, each student will submit the Methods of their paper.
- **Fifth**, after collecting data as a group, each student will submit the Results of their paper.
- **Sixth**, each group will submit and print a poster for presentation to the class.
- **Seventh**, each student will submit a final research paper, incorporating the feedback given on the previous sections.

### C. Homework: Before the start of every module, you will need to complete a LearnSmart homework assignment for each chapter in the module. If you do not have a working computer on which to complete homework, click [HERE](#) for the hours and locations of the computer labs on campus. All homework is **due at 11am** on the day its due.

### D. Peer Evaluation (and Peer Evaluation Adjustment): Three times during the semester, you will submit a peer evaluation for each of your team members via an online form. Peer evaluation provides an opportunity for members of a team to give anonymous, meaningful, and constructive feedback to group members about their preparation, performance, and overall contribution to team success.

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<table>
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<tr>
<th>Team Assignments</th>
<th>Grade:</th>
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<tr>
<td>Team Readiness Assurance Test (tRAT)</td>
<td>40 pts each x 4 160 points total</td>
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<tr>
<td>Application Activities</td>
<td>5 pts each x 24 120 points total</td>
</tr>
<tr>
<td>Final Poster &amp; Presentation</td>
<td>50 pts 50 points total</td>
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<tr>
<td><strong>Total Team Points:</strong> 330 points</td>
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(Peer Evaluation Adjustment)
Part 1 of each two-part Peer Evaluation is a quantitative assessment of your team members.

- You provide each of your team members with a 0 – 3-point grade on each of 12 specific criteria, for a total of 36 possible points.
- During the 1st and 2nd evaluation, these quantitative scores will be anonymously shared with your team members as a frame of reference only.
- During the 3rd evaluation (at the end of the semester), these quantitative scores given to you by your team members will be used to adjust your overall team assessment score for the semester.
- Please refer to Canvas for a sample of the feedback form you will use and for details on how the Peer Evaluation Adjustment will be made.

Part 2 of the two-part Peer Evaluation is a qualitative assessment of your team members.

- You provide each of your team members anonymous written feedback by answering two questions (“What is the single most valuable contribution this person makes to your team?” and “What is the single most important thing this person could do to further your team’s effectiveness?”)
- The quality and constructiveness of the written feedback you provide to your team members forms the basis of your peer evaluation grade (i.e. 30 points per evaluation for a total of 90 points)
- Your written feedback will be anonymously shared with your team members. These written comments are meant to inform you and your team members ahead of time about what to continue doing and what to modify in preparation for the final peer evaluation of the semester so that all team members can maximize their own team assessment score.
- Please refer to Canvas for a tutorial on how to maximize your peer evaluation grade by writing constructive feedback. All peer evaluations are due at 11:59pm on the day it’s due.

E. Application Activities: On all non-RAT days, we will complete a series of activities designed to develop critical thinking, improve your inquiry & analysis skills, and develop your expertise in the designing, implementing, and communication of Psychological Research.

- The foundational knowledge acquired through pre-class preparation, the RATs, and clarification procedures will not be reviewed during the Application Activity days. If you have questions, seek clarification! Resist the urge to be passive!
- You will be asked to demonstrate your cognitive processing and evaluation skills via simultaneous team-reporting of the results of your in-class problem-solving.
- You will also be asked to discuss and critique your results and the results of other teams via class-wide discussion, presentations, and debate.

F. Research Participation: You must complete either i) 3 hrs of research participation in the Psychology department or ii) complete an alternative writing assignment. Failure to complete this requirement will result in an “Incomplete” in the course until the requirement is satisfied (within a maximum of one year). Please refer to Canvas for links, resources, and additional information.

G. Final Exam: The comprehensive final exam is worth 25% of your final grade and will be administered during finals week.

- It will be comprised of approximately 5-7 multiple-choice questions per chapter.
- The final exam will include questions about terms/definitions and calculations, as well as questions requiring higher-order cognitive processing (which will be practiced in the application activities).

VI. Class Policies

A. Campus Drop Policy: Per the campus drop policy, instructors can administratively drop any student who fails to attend during the first two weeks of instruction. “Failure to attend” is defined as not attending any two class sessions (for classes that meet two or more times a week), even if the
absences are not consecutive. **PLEASE NOTE:** Students should not assume they will be dropped by this procedure. Until the end of the second week of instructions, students drop courses by using their Student Center. Click **HERE** for the full text of the University Drop Policy.

B. **Use of Technology:** This course uses technology during both instruction and course communication. Student difficulty with obtaining or operating technology – including a working internet connection – will not be accepted as an excuse for missed or late work. Due to the variation in computer types and systems, it is unlikely that I will be able to assist you in troubleshooting all problems you may have. Contact information for the customer service and help desks is available on Canvas. If you do not have a personal computer or other device on which to complete course requirements, Information Resources & Technology manages numerous computer labs on campus. Students may drop in to use the computer labs during open hours (link provided in “Homework” above) or check out a university laptop or tablet for a 4-hr period (link provided in “iRAT” above).

C. **Disruptive Behavior, including use of personal electronic devices:** In this classroom, please remember that everyone is entitled to the opportunity to learn. Please make every effort to promote both your right and that of your classmates to the best learning environment possible. While technology is an essential part of today’s learning environment, when it is used inappropriately, it can disrupt learning for yourself and your classmates. To this end, the University establishes the right of each faculty member to determine if and how such devices can be used in their classroom.

**Headphones are not allowed for any reason.** Laptops, tablets, and phones are permitted for our class-related activities only. Students using personal electronic devices **for any other reason** (including work for other classes) will be:

- **First offense:** asked to put the device away
- **Second offense:** asked to leave the classroom
- **Third offense:** reported to the Student Conduct Office and potentially dropped from the class

Why? Learn more about the myth of multitasking **HERE**.

In addition to the inappropriate use of personal electronics, the University Policy for Dealing with Disruptive Student Behavior in the Classroom (full text available **HERE**) is inclusive of any behavior that interferes with the process of teaching and learning. If, for example, you need to check and/or receive an urgent call/text/message (parent with sick child, work emergency, etc) during class, please step out of class. However, if the behavior is disruptive, and continues, the procedure described above will be used. Please respect your fellow students and professor and abide by this policy.

D. **Academic Dishonesty:** You are encouraged to work with others during in-class activities (unless otherwise specified) and your Sensory System Debate Project; however, the online exams are individual efforts. You are in violation of the campus Academic Honesty policy (full text available **HERE**) if you are working with, discussing with, or copying from another student on any exam. The consequences for academic dishonesty include, but are not limited to, an F on the exam and/or reported to Student Conduct.

**Late and/or Missed Assignments:** The only exception to these late/missed policies are in the case of documented university-approved absences (click **HERE** for the university’s excused absence policy). “Each day late” below refers to a 24-hr day, such that assignments submitted on the same due day, but after the due time will be considered one day late.

- **Readiness Assurance Tests:** **No make-up RATs are allowed.** If you must be absent, you might be able to receive credit if your group members submit written consent that they excuse your absence on the day of your absence. The written consent form with instructions can be found on Canvas.
- **Research Paper & Poster Project:** For the Literature Review, Introduction, Methods, and Results
sections, you will receive a 10% deduction for each day submitted late. For the Final Paper and Final Poster, no late assignments will be accepted.

- **LearnSmart Homework**: You will receive credit for whatever portion of each LearnSmart homework you have completed by the due date. For example, if you’ve completed 80% by the due date, you will receive 9.6 points (80% of 12 points). You will not receive full credit if 100% is completed after the due date.
- **Peer Evaluations**: You will receive a 33% deduction / day for every day your peer evaluation is late.
- **In-Class Activities**: Due to the importance of group work in this class, attending every class session is critically important. Furthermore, the work that’s done in class relies on the dialogue and debate within and among the groups in the class and can’t be made up after class ends. If you must be absent, you **might** be able to receive credit if your group members submit written consent that they excuse your absence on the day of your absence. The written consent form with instructions can be found on Canvas.

**E. Final Grades**: Incomplete and “WU” grades for this course will be considered on a case-by-case basis.

- An incomplete will only be given if unforeseen events gravely interfere with a student’s ability to perform at an adequate level. Incompletes will not be given for unqualified poor performance.
- A “WU” will only be given if a student fails to complete most of the course requirements, doesn’t withdraw from the course, and talks to me about their specific situation.

**F. Services for Students with Disabilities (SSWD) is in Lassen Hall 1008**: If you are a student with a documented disability needing academic accommodations, it is your responsibility to meet with an SSWD counselor to arrange your specific accommodations.

- You will need to give me your SSWD Accommodation Letter no later than one week before the first assessment for which your accommodations apply (exam, in-class activity, etc).
- Any necessary discussions about your accommodations will remain confidential.
- Contact information for SSWD:
  1. 916-278-6955 (voice); 916-278-7239 (TDD only);
  2. sswd@csus.edu;

**VII. Tentative Course Schedule: See SacCT for more details**

*(The instructor reserves the right to make changes if necessary. All changes will be communicated to the students ASAP)*

**Week 1**: Introduction, Syllabus, Team Formation, and Practice iRAT/tRAT; **Knowledge Survey Due**

**Week 2**: Begin Module 1 (**LearnSmart HW Due**), Library Tutorial on Conducting a Literature Review

**Week 3**: Module 1 Application Activities

**Week 4**: Module 1 Application Activities; **Lit Review & Bibliography Due**

**Week 5**: Module 1 Application Activities

**Week 6**: Begin Module 2 (**LearnSmart HW Due**); Rough Draft Intro and Peer Evaluation #1 Due

**Week 7**: Module 2 Application Activities; **Revised Intro Due**

**Week 8**: Module 2 Application Activities

--- **SPRING BREAK (Mar 19 – 23) ---**  (Rough Draft Methods Due)

**Week 9**: Module 2 Application Activities; **Revised Methods Due**

**Week 10**: Begin Module 3 (**LearnSmart HW Due**); Peer Evaluation #2

**Week 11**: Module 3 Application Activities; **Rough Draft Results Due**

**Week 12**: Module 3 Application Activities; **Revised Results Due**

**Week 13**: Begin Module 4 (**LearnSmart HW Due**)

**Week 14**: Module 4 Application Activities; **Poster File Due**

**Week 15**: Poster Sessions (**Research Paper Due**); **Knowledge Survey & Peer Evaluation #3 Due**

**Week 16**: Final Exam (Wednesday, May 16th from 3:00 – 5:00pm)