Course Description

The goal of this course is to introduce you to the theory and practice of behavioral research. Topics to be covered include:

(a) validity (i.e., internal, external, construct, and statistical conclusion, social);
(b) types of research designs (e.g., observational, correlational, experimental);
(c) graphical and statistical analysis of data, including hypothesis tests, confidence intervals, effect size measures, and power/sample size determinations;
(d) ethical issues in applied research;
(e) communication of research findings;
(f) reliability;
(g) causation;
(h) critical thinking in evaluating research findings and causal claims.

Required Texts/Readings

Textbooks

3. Some research articles and/or book chapters will be made available electronically (PDF format) via the class web site.
Other equipment / material requirements
   1. Scientific calculator (must have square root and exponent buttons)
   2. Reliable computer, printer, internet, and library access
   3. Scantron (882) forms
   4. SPSS (required)

Course Web Pages
We will use Canvas for posting course grades. You will automatically be given access to Canvas upon your successful enrollment in the course.

Canvas Login URL: https://sjsu.instructure.com/

We will use Canvas for course announcements, postings, questions, and discussions. Use Canvas or email to ask questions about the course structure, assignments, and material. Please allow 1-2 business days for a response. You are responsible for regularly checking the site for announcements, etc.

Course Goals and Student Learning Objectives
The purpose of this course is to introduce graduate students to the fundamental quantitative research methods and designs used in psychology, particularly experimental designs. In addition, students will gain practical experience in the design and conduct of psychological research. At the end of the course, students should appreciate both the strengths and the limitations of these research techniques and possess a solid foundation for beginning their own research. Students completing this course are expected to demonstrate the following learning outcomes at a masters-level of sophistication...

Student Learning Outcomes (SLOs)
Upon successful completion of this course, students should be able:

1. To describe methods of acquiring knowledge and their strengths and limitations
2. To define some basic characteristics of scientific approaches to acquiring knowledge
3. To formulate answerable empirical questions
4. To identify and formulate testable and refutable hypotheses
5. To describe the steps involved in research and to carry out these steps correctly and ethically
6. To identify and locate articles relevant to the goals of a given research project
7. To develop original research ideas from published articles
8. To evaluate published research studies, to identify the essential details of those studies, and to describe their strengths and weaknesses
9. To describe the basic ethical guidelines involved in research with human participants and nonhuman subjects
10. To describe the essential features of experimental research and to distinguish experimental research from other kinds of research approaches
11. To describe the features of various experimental designs and the situations in which
they would be appropriate, as well as their strengths and limitations

12. To describe sampling methods
13. To describe the concepts of validity and reliability and to recognize their threats
14. To describe the essential features of non-experimental and quasi-experimental research designs and to identify the design used in a given study
15. To plan and conduct studies using different research designs
16. To identify and conduct appropriate statistical analyses of data using SPSS and other computer-based approaches
17. To write APA-style research proposals and reports
18. To give professional presentations of research findings and research proposals
19. To work effectively in a research team

MA Experimental Goals and Program Learning Outcomes

GOAL 1. ADVANCED KNOWLEDGE
PLO 1.1: Students completing the MA in Psychology program will understand the major theoretical perspectives and research methods across areas of experimental psychology, i.e., Developmental, Social, Cognitive, and Physiological.

GOAL 2. RESEARCH METHODS & SCHOLARSHIP
Students completing the MA in Psychology program are required to complete a thesis. The thesis will demonstrate
PLO 2.1: creative problem solving in the design, implementation of empirical research.
PLO 2.2: demonstrate project management skills in the implementation of empirical research.
PLO 2.3: demonstrate advanced competency in the statistical analysis and interpretation of empirical research findings.
PLO 2.4: be able to communicate (oral and written) their research findings at a professional level

Psyc 220 contributes to these PLOs

GOAL 3. CAREERENHANCEMENT
PLO 3.1 Students completing the MA in Psychology program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

Psyc 220 contributes to this PLO

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.
Classroom & Course Protocol

Classes
Classes will comprise lectures, in-class activities, and discussions. Attendance is required and is critical for success in this course. If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Always bring your text and calculator to class. Do not talk, read, text message, or eat during class. Please arrive to class on time.

Etiquette
Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinions of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Judicial Affairs. In short, be cool to one another.


Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., checking email, Facebook®) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities and you may be asked to refrain from laptop use for the duration of the course if this behavior continues. You are encouraged to bring your laptop to class, as we may have in-class activities using SPSS, etc.

Cell phones and other electronic devices
Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. Cell phones should be put away (e.g., in purses, backpacks, pockets) before class starts. Any student using a cell phone will be asked to leave class.

Late arrivals
If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Repeated tardiness will not be tolerated. Please come to class on time.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts.

Check the course Canvas site regularly.
I will make important course announcements, post grades, etc. on the Canvas site. If I become ill, I will inform you as soon as I can via email and Canvas. You should check the site before each class.
**Electronics Policy**
Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during exams. Turn off cell phones, headphones, etc. before class starts. Using cell phones and other communication methods (e.g., text messaging) during class is not allowed. Do not use electronic devices to check email, visit web sites, play games, or send instant messages. Doing so is a distraction to other students and the instructor and will result in expulsion from class.

**Technology**
Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. I will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline. Do not wait until the last minute to submit online assignments.

*Check the course Canvas site regularly!*
If I become ill or must miss class for any other reason, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester’s catalog policies section for any add/drop deadlines, policies, and procedures section and specific registration information. Please be aware of the Late drop policy is available. Students should be aware of the current deadlines and penalties for dropping classes.

**Consent for Recording of Class and Public Sharing of Instructor Material, Amends F06-2**
Whereas Common courtesy and professional behavior dictate that someone is notified when being recorded; and audio recording without consent in private settings is prohibited by California Penal code 630-635, and

Whereas Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval; and is already prohibited by California Civil Code 980 a(1), and

Whereas It is desirable to allow flexibility to faculty as to when and how consent is given for recording classes or publicly sharing course material; therefore be it

Resolved That the following items be included in the list of greensheet items recommended for consideration in the Appendix of University Policy F06-2.

“Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study
purposes only. The recordings are the intellectual property of the instructor; you have not been
given any rights to reproduce or distribute the material.”

"Course material developed by the instructor is the intellectual property of the instructor and
cannot be shared publicly without his/her approval. You may not publicly share or upload
instructor generated material for this course such as exam questions, lecture notes, or homework
solutions without instructor consent."

Therefore, neither recording of class lectures or discussions nor distribution of course materials
are allowed. Failure to follow this policy will result in immediate expulsion from the class, a
grade of F in the course, and reporting the student to the University and proper authorities for
further sanctions/punishment.

**Assignments and Grading Policy**

**Method of Instruction**
This course will use the classic lecture-discussion format as its primary form of instruction. In
addition, this course may use films, web-based content, and in-class activities to supplement
lectures. Lecture material for each chapter will be made available online; I will attempt to post
lecture notes prior to class. However, sometimes I may be unable to do so. Please remember that
I post these notes as courtesy, and I appreciate your patience if notes are not up before class
time.

Be advised that due to time constraints not all text material will be covered in lecture. This does
not mean that such material is not important, nor does it mean that such material will not appear
on exams. You are responsible for all text and lecture material. Students are encouraged to ask
questions during class or via the course web site. This is a graduate-level course, so you should
expect to spend at least 6-9 hrs/week outside of class reading, studying, and preparing for
class. You must be present to receive credit for in-class assignments.

**Quizzes**
You will have 6 quizzes, which will assess you current understanding of assigned readings.
Quizzes will occur in the first 10 min of class and will comprise between 5-10 multiple-choice
questions and short essay questions. You will not be allowed to use notes or your text for the
quizzes. I will provide a brief study guide for each quiz. We will review the quizzes after they are
completed. Please bring a Scantron form for each quiz.

**Team Research Project**
You will assist in the design and conduct of a quantitative research project. This will require you
to find relevant articles, contribute to the design of the study, assist with data collection, analyze
the data using SPSS, and write a concise and correct summary of the results. You may work in
teams of 2-3 students (you will all receive the same grade). Reports must be 5-7 pages of text
plus a cover page, abstract, reference section, and tables/graphs (typed, double-spaced, 12-point
font, 1” margins). This is the only time you will share writing and turn in one paper. That is,
this will be like a collaborative research project where people do different tasks in writing the
paper. You can decide who does what (i.e, one does Intro; one does Method; one does Results
etc) but I strongly recommend that you edit each other’s writing. Projects must use correct grammar, punctuation, and statistical style (as described in the Publication Manual of the American Psychological Association, 6th ed.). Projects must cite at least five relevant peer-reviewed journal articles. You will be penalized 20% for papers not in the 5-7 page range. More information will be provided in class. You need to complete the SJSU IRB CITI training before collecting data [https://www.citiprogram.org/](https://www.citiprogram.org/). If any team member has not completed the CITI training prior to data collection, the entire team will not receive credit for this assignment. If you completed CITI in the last couple of years, that counts. But I need the certificate (if you didn’t give it to me last semester).

**Exercises and Final Proposal (Individual Proposal)**

Over the semester, you will also be required to conceptualize, design, and formally propose an original research study in your area of interest (or substantially modify a proposal you have already completed). I encourage you to share your ideas with your fellow students, friends, faculty, etc. for their feedback. Nevertheless, the research ideas and written presentation must be yours alone. In other words, *plagiarism of any sort will not be tolerated*. The proposal is your opportunity to demonstrate a mastery of methods and design principles and their application to original empirical research. You will complete two Exercises that will lead you to the Final Proposal. The Final Proposal should be 10 – 15 pages (not including references, cover page, etc.) in length and will include the following sections: (1) Introduction (background/literature review, significance of project, statement of hypotheses/research questions), (2) Methods (number of participants and their characteristics, materials, independent variable(s), dependent variable(s), procedures, research design, power analysis to justify sample size), and (3) proposed analysis (descriptive and inferential statistics, graphs, tables, effect size measures).

Proposals should cite at least 10 relevant journal articles as sources. Proposals must conform to current APA style. You will also provide a complete IRB protocol and present your final research proposal using two slides on the date scheduled for the Final Exam.

Presentations will take place the day of finals (May 19) and should last 5 minutes, plus 2 min for questions. You will complete two Exercises throughout the semester that will lead to your final Proposal (Introduction and Methods sections). You will be penalized 10% for presentations not in the allotted time range. In other words, present only “need-to-know” or “take-home” information and eliminate “nice-to-know” information. This strict time limit simulates professional conference presentations, thesis defenses, and job interviews.

**Exams**

You will have three exams over the readings. Please bring a Scantron form and pencils. Exams will comprise multiple-choice questions. Study guides will be provided.

**Make-up Exam**

One make-up exam will only be given if you contact me prior to missing the exam in question and you have a documented excuse. A cumulative make-up exam will replace one missing exam score. This exam will occur during Final Exam week at a time convenient for the instructor.
**Assessment of student learning outcomes**
The learning objectives will be assessed via quizzes, exam questions, and written assignments.

**Make-up Work**
Make-up work will only be given if you contact me prior to missing the assignment in question with documented reason for missing it. Any student that fails to contact the instructor by the next class meeting following the missed exam forfeits his/her eligibility to make-up missed assignments.

**Grading Policy**
Your grade will result from the total number of points that you earn during the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How Many</th>
<th>Pts Per Assignment</th>
<th>Total Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>6</td>
<td>8 (+2)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>3</td>
<td>50</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Team Research Project</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Thesis Proposal</td>
<td>3</td>
<td>25, 50, 75</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Table 2: Grading Scale**

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>A+</td>
</tr>
<tr>
<td>92-94%</td>
<td>A</td>
</tr>
<tr>
<td>90-91%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>82-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-81%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>72-76%</td>
<td>C</td>
</tr>
</tbody>
</table>

**Writing Policy**
The quality of your writing is graded in this class. You will lose points if I cannot understand what you are trying to say. If you are not comfortable writing, you should seek additional assistance (see below). Whenever referencing something you have read, you are expected to provide a complete, APA-style reference. It is assumed that you know, understand, and can properly apply APA-style. References to web sites or web source are only acceptable if they are reputable. In this course, “reputable” means the web sites are for government agencies or recognized professional organizations. If you are not sure about the quality of the web site, ask me. If you find a good article referred to on the web, get it, read it, and use that original source.
**Important!!** The Department of Psychology has adopted the policy that designated written assignments will be returned un-graded for substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content. Papers returned will suffer a **minimum penalty of 10%** on the final grade on rewritten work. The revised paper must be returned within a maximum of seven calendar days and submitted with a copy of the original work. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.

Unless otherwise noted, all written assignments must be typed, double-spaced, with 1" margins, and use a standard font (Times or Times New Roman) of size 12. Written assignments **must have an APA-style cover page.** Multiple pages must be sequentially numbered and stabled in the upper left corner. Assignments will not be accepted and will be considered “late” until they are consistent with the above policy.

**Late Work Policy**
All assignments must be handed in immediately upon request according to the schedule below. Material handed in after this period will be considered late. Fifteen percent (15%) will be deducted from the final grade for each day that an assignment is late. Assignments more than three days late will not be accepted unless other arrangements have been made with the instructor. All assignments are due at or before 11:59pm the day they are due.

**Classroom Environment**
In an effort to create a classroom environment conducive to sharing one’s thoughts, I require the following classroom etiquette:

- Be polite and respectful to the other people in the class.
- Do not carry on conversations with others during class.
- Do not work on any other course material during class, including studying for other exams or going to websites.
- Do not sleep during class.
- Listen when your peers are talking or presenting.

**Professional Communication**
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., greg.feist@sjsu.edu). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Do not leave the “Subject” empty:
- Be sure to identify yourself clearly by stating your full name and the specific course in which you are enrolled.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7. This is not true of your instructor or your classmates.

**Academic Integrity**
Students should know that the University’s Academic Integrity Policy is available at
Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

**Instances of academic dishonesty will not be tolerated.** Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work;

Do not make up data; collect data as if they were your thesis data (i.e., follow all IRB rules of protocol).

2. And, representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

The following URL will take you to the SJSU library’s plagiarism tutorial. **You are required to complete this tutorial before submitting any written assignments:**

For this class, **all assignments are to be completed by the individual student unless otherwise specified.** If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_199703.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. The Statistics Lab (DMH 350) contains computers with SPSS installed (and TAs who are familiar with SPSS). Computers are also available in the Martin Luther King Library.
**SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at [http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

**Tips to help you succeed in Psyc 220**

1. Attend all classes and take good notes; Type and compile your notes soon after class
2. Start studying at least 2 weeks before each exam; form a study group with fellow students
3. Read assigned readings before each class; read each chapter at least twice
4. Ask questions in class, in office hours, and on the course web site
5. Check the website daily and read all postings
6. Make flashcards for important concepts and terms
7. Visit Peer Connections or the Writing Center if you need additional help
8. Complete assignments as soon as the relevant information is presented in class
9. Be a good team member: stay in contact, do your work, meet your deadlines.
10. Start reading NOW.

**Statement of Research Ethics**

In this class, you will collect and analyze quantitative data. These data may come from observing human behavior. You are expected to conduct ethical research studies. Failure to do so will result in failing grades for the relevant project. “Conducting ethical research” means that:
1. You do not break any laws or University policies in collecting or reporting your data.
2. You do not annoy, harass, or coerce people when collecting your data.
3. You collect and accurately report anonymous data, which do not identify participants.
4. You do not endanger the participants or expose them to harm, including physical or emotional harm, embarrassment, ridicule, legal action, and so on. This means that you only collect publicly observable data.
5. You will follow all ethical guidelines described in the APA Code of Ethics. i.e., no underage participants.

**Acknowledgments**

I would like to thank Dr. Ron Rogers and Dr. Sean Laraway for the use of his Psyc 220 syllabus. He is responsible for much of the content and structure of the current syllabus. Of course, they is not responsible for any errors contained herein.

**Notes on the schedule**

This course will follow this schedule to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for being informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class web site before the changes take effect.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introductions &amp; Expectations Nature of Science</td>
<td>Syllabus</td>
<td>Project Teams</td>
</tr>
<tr>
<td>1/28</td>
<td>Nature of Science &amp; Introduction to Research in Psychology</td>
<td>GF: Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing in Psychology</td>
<td>Meehl, 1978</td>
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</tr>
<tr>
<td></td>
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<td>BB: Ch. 1</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Introduction to Research in Psychology Formulating Your Ideas</td>
<td>GF: Ch. 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>BB: Ch. 2</td>
<td>Turn in evidence of CITI training</td>
</tr>
<tr>
<td>2/4</td>
<td>Developing Research Ideas Writing APA-style Research Reports</td>
<td>GF: Ch 1 &amp; 16</td>
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<td>BB: Ch 3</td>
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</tr>
<tr>
<td></td>
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<td>Craik &amp; Lockhart 1972</td>
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</tr>
<tr>
<td>2/6</td>
<td>Defining and Measuring Variables How to Conduct a Literature Search</td>
<td>GF: Ch. 3</td>
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<tr>
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<td></td>
<td>BB: Ch. 4</td>
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<tr>
<td>2/11</td>
<td>Defining and Measuring Variables How to Read &amp; Summarize Journal Articles</td>
<td>GF: Ch. 3</td>
<td>Quiz1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: Ch. 5</td>
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</tr>
<tr>
<td>2/13</td>
<td>Ethics in Research Organizing a Paper</td>
<td>GF: Ch. 4</td>
<td>Plagiarism quiz (Q2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: Ch. 6</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Ethics in Research Elements of Style</td>
<td>GF: Ch. 4</td>
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<td>BB: Ch. 7</td>
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<tr>
<td>2/20</td>
<td>Statistical Evaluation of Data Communicating Statistics</td>
<td>GF: Ch. 15</td>
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<tr>
<td></td>
<td></td>
<td>BB: Ch. 8</td>
<td></td>
</tr>
<tr>
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<td>Statistical Evaluation of Data Thesis Writing</td>
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