

# General Seminar Section 01

## PSYC 280

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/25/2023

### Contact Information

Instructor:	Dr. Evan M. Palmer
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Office Hours:	Tues, 10:30 am - 12:30 pm or by appointment (via Zoom or in person)
Class Days/Time:	Tues/Thurs 9:00 - 10:15 am
Classroom:	Dudley Moorhead Hall 356
Prerequisites:	Graduate Standing

### Course Description and Requisites

Current psychological literature in selected fields and the development of a specific topic by the student.

Prerequisite: Undergraduate major in psychology (or equivalent).

Note: This course satisfies graduate-level GWAR in this master's program.

Letter Graded

### \* Classroom Protocols

#### Classroom Protocol

All students are expected to exhibit professionalism and respect for each other and the instructor. Specifically, this means arriving to class on time, being prepared for class, participating in discussions, being civil to your fellow classmates and instructor, and paying attention to in-class demonstrations and lectures. If you arrive late to class or need to leave early from class, please sit near the door so as not to disturb the rest of the class. Please silence and put away cell phones during class. If I see that you are using your cell phone during lecture, I will ask you to put it away. Repeated violations of the cell phone policy may result in further disciplinary action. You may record lectures only if you obtain my permission first, and such recordings are only to be used for personal study and may not be posted online.

#### Statement on Diversity, Equity & Inclusion

We all have diverse personal experiences, identities, and values that bias how we view the world. I hope that we can embrace this diversity and work together to ensure each student feels like a valued member of the learning community. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and

culture. It is also my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

## Academic Integrity

I do not tolerate any forms of academic dishonesty in my courses. I take issues of academic dishonesty very seriously and pursue disciplinary action rigorously, so please take extra care to avoid this sort of unpleasant situation. All writing assignments will be checked for plagiarism by TurnItIn on Canvas. Plagiarized assignments automatically receive a score of 0 in this course. Any incidents of cheating on exams result in an automatic grade of 0 for the exam. If the academic dishonesty is particularly egregious, you may receive an automatic F in the course. All incidents of academic dishonesty are reported to the Office of Student Conduct and Ethical Development (SCED) and students may appeal any accusations of academic dishonesty through SCED.

Note: At the graduate level, violations of academic integrity are especially serious.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MA in Research and Experimental Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. **Advanced Knowledge Base in Research and Experimental Psychology.** Students completing the Research and Experimental Psychology MA program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (e.g., Developmental, Social, Cognitive, and Physiological).
2. **Research Skills and Scholarship.** Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the Research and Experimental Psychology MA program are required to complete a thesis. The thesis will demonstrate:
  - 2.1 creative problem-solving in the design and implementation of empirical research.
  - 2.2 project management skills in the implementation of empirical research.
  - 2.3 advanced competency in the statistical analysis and interpretation of empirical research findings.
  - 2.4 communication (oral and written) of research findings at a professional level.
3. **Career Enhancement.** Students completing the Research and Experimental Psychology MA 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.

## Course Learning Outcomes (CLOs)

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Welcome to the *General Seminar* of the Research and Experimental (REx) Psychology MA program. In this graduate course we will examine current psychological literature in selected fields which will lead to the development of a potential thesis topic by the student. In a larger sense though, this course is meant to lay the foundation for a successful graduate career, culminating in a thesis which contributes new knowledge to the discipline of psychology. Next steps for the student may be to pursue a PhD, or to use the skills and knowledge to pursue a career in another field. To this end, the course will focus on three broad goals: Have students...

1. ... develop the analytical and critical thinking skills needed to understand and evaluate psychological research, broadly construed (theoretical reviews of the literature, experiments, correlational studies, studies which use multiple regression and path analyses techniques, longitudinal studies, meta-analyses).
2. ... develop and deeply explore research interests, one of which may become the topic for his or her thesis.
3. ...develop skills and knowledge of resources for future career paths (PhD or career pursuits)

The course is structured to develop skills needed for a successful graduate experience, but to get the most out of this class – and graduate school in general – students should work to take control and initiative in their own learning.

## Course Materials

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### Textbook

APA Manual (Required)

American Psychological Association. (2019) *Publication Manual of the American Psychological Association* (7th ed.).

### Other Readings and Resources

All readings for the course will be posted on Canvas.

[SJSU MA Psychology Student Handbook](#)

[APA Style Tutorial](#)

[Owl APA style resource](#)

[SJSU Library: Psychology-specific tutorials, resources](#)

### Other technology requirements / equipment / material

You will need reliable access to the internet to access Canvas and receive e-mails about the course. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas site. You are responsible for regularly checking with the messaging system through one.sjsu.edu.

### Library Liaison

Christa Bailey, [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu), [web link](#).

## Course Requirements and Assignments

### Readings & Discussions

This seminar will include student discussions of assigned readings. The success of any advanced seminar depends upon the active participation of its members. Students will be expected to have done the assigned readings prior to each class and be ready to participate.

## Course Requirements and Assignments

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Assessment Item	% of Final Grade
Create Accounts and Connect with Other Students/Faculty	2
Citation Software Practice Assignment	3
Dissecting a Literature Review	5
Faculty Interviews	5
Citation Network Analysis	5
Aronson & Mills (1959) Follow-Up Presentation	5
Literature Exploration Presentation 1	5
Literature Exploration Write-Up 1	5

Literature Exploration Presentation 2	10
Literature Exploration Write-Up 2	10
Literature Exploration Presentation 3	20
Literature Exploration Write-Up 3	20
Revised Personal Statement - Concise Writing	5
<b>Total</b>	<b>100%</b>

## ✓ Grading Information

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### Participation –Discussion

**Discussion.** A major goal of this course is that students will develop the skills to evaluate, apply, and ultimately communicate their knowledge and insights about psychology. Students are expected to contribute to class discussions.

Much of the class is devoted to developing the skills to identify strengths and limitations of theoretical and empirical articles in psychology. To this end, students will be expected to participate in discussions of each day's readings and may be asked to turn in a response journal for the readings. At minimum, students should be ready to discuss and comment on each article's

1. hypotheses and background theory leading to the hypotheses,
2. manner in which the hypotheses were tested,
3. understanding of the main results and whether they supported the hypotheses,
4. evaluation of the strengths and limitations of the research design, and
5. questions, comments, insights, applications, ideas for further research, and so forth.

### Literature Exploration Papers

Another major goal of this course is that students will develop ideas for their thesis. To this end, students will write 3 Thesis Exploration Papers. In each paper, the student will review several papers relevant to a research question, describe a single "focus article" in detail, and then propose a follow-up study that would extend the area of research. The first paper will be 3-5 pages, double-spaced, APA 7<sup>th</sup> Edition style. The second paper will have higher expectations, 5-10 pages, double-spaced, APA 7<sup>th</sup> Edition style. The third and final paper will have the highest expectations in terms of writing quality and content, 12-15 double-spaced pages, APA 7<sup>th</sup> Edition style.

### Literature Exploration Presentations

Students will give a 12 minute presentation for each of the literature exploration assignments. The first 4 minutes of the presentation should be devoted to theoretical background to help the audience understand the background and context of the study. The next 4 minutes of the presentation should review a focus article and discuss the methods, results, and conclusions from the article. The last 4 minutes of the presentation should include a "pitch" for a follow-up study that would either address shortcomings in the original research article or else extend the findings of the article. After each 12 minute presentation, there will be a 5 minute period of questions and discussion with the class.

### Late Assignments

Assignments are due on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. Assignments will be charged a 1% penalty for every hour they are late.

Please contact me if there is a personal or professional conflict or obligation that will interfere with submitting assignments by the due date. I am very lenient with extensions to deadlines if I am contacted *ahead of time*.

### Tentative Grade Determination

Course grades will be based on the percentage of the final grade accumulated throughout the semester. The table below summarizes the final grades associated for the total percentage achieved on assignments in the course. Rubrics for all major assignments can be found on the course Canvas shell. Final grades in this course will be assigned as indicated below.

## Grading Scale:

96.5 – 100%	A plus
92.5 – 96.4%	A
89.5 – 92.4%	A minus
86.5 – 89.4%	B plus
82.5 – 86.5%	B
79.5 – 82.4%	B minus
76.5 – 79.4%	C plus
72.5 – 76.4%	C
69.5 – 72.4%	C minus
66.5 – 69.4%	D plus
62.5 – 66.4%	D
59.5 – 62.4%	D minus
≤ 59.4%	F

**Review and Preparation Activities:** In addition to engagement with the learning environment of the classroom, you will be required to independently prepare yourself for future classes by various out of class review and preparation activities. The university definition of a credit hour suggests that “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

### Final Examination or Evaluation

**Lit Exploration 3 Presentations:** The culminating experience in this course will be students presenting their third literature exploration findings during the final exam period on Thursday, December 14, 2023 from 7:15 – 9:30 AM.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

# PSYC 235 / Cognition Seminar Fall, 2023 Course Schedule

(Schedule is subject to change. Changes will be announced in class or via email.)

Date	Topic	Assignments Due
Tues, 8/22	Introductions & Ice Breakers, Syllabus, MA Overview, Q&A	
Thurs, 8/24	Create accounts on LinkedIn, Explore Google Scholar, Download and install citation management software	Create accounts and connect with other students and professors
Tues, 8/29	Discuss Heppner & Heppner (2004) Article	Read Heppner & Heppner (2004) before class
Thurs, 8/31	Select a literature review article and discuss its effectiveness	Citation Software Practice Assignment Due
Tues, 9/5	Christa Bailey @ MLK Library, Literature search tutorial	Dissecting a Literature Review Assignment Due
Thurs, 9/7	Aronson & Mills (1959) Discussion	Read Aronson & Mills (1959) before class
Tues, 9/12	5 min Presentation of an Article that Cites Aronson & Mills (1959)	Aronson & Mills (1959) Follow-Up Presentation Due
Thurs, 9/14	Faculty Presentations I	Faculty Interview Assignment Due
Tues, 9/19	Faculty Presentations II	
Thurs, 9/21	Citation Network Analysis Tutorial @ MLK Library	Class meets at MLK Library (room TBD)
Tues, 9/26	Concise Writing Tutorial	
Thurs, 9/28	Lit Exploration 1 - Presentations 1	Citation Network Analysis for Literature Exploration 1 Due
Tues, 10/3	Lit Exploration 1 - Presentations 2	Lit Exploration 1 Due

Thurs, 10/5	Lit Exploration 1 - Presentations 3	
Tues, 10/10	Lit Exploration 1 - Presentations 4	
Thurs, 10/12	Lit Exploration 1 - Presentations 5	
Tues, 10/17	Lit Exploration 1 - Presentations 6	
Thurs, 10/19	Internal and External Validity	Read Gravetter & Forzano (2006) before class
Tues, 10/24	Lit Exploration 2 - Presentations 1	
Thurs, 10/26	Lit Exploration 2 - Presentations 2	
Tues, 10/31	Lit Exploration 2 - Presentations 3	
Thurs, 11/2	Lit Exploration 2 - Presentations 4	Lit Exploration 2 Due
Tues, 11/7	Lit Exploration 2 - Presentations 5	
Thurs, 11/9	Lit Exploration 2 - Presentations 6	
Tues, 11/14	Academic Alumni Visit	
Thurs, 11/16	Industry Alumni Visit	
Tues, 11/21	Lit Exploration 3 - Presentations 1	
Thurs, 11/23	<b>THANKSGIVING BREAK - NO CLASS</b>	
Tues, 11/28	Lit Exploration 3 - Presentations 2	
Thurs, 11/30	Lit Exploration 3 - Presentations 3	
Tues, 12/5	Lit Exploration 3 - Presentations 4	
Thurs, 12/14, 7:15 - 9:30 AM	Lit Exploration 3 - Presentations 5-6	Lit Exploration 3 (Major Lit Review) Due