

Research in Psychology
Psychology 400
 Spring 2018
 11:30 - 12:45 p.m. Monday and Wednesday
 Rm 209W Bullock Science Center

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Office Hours: Tuesday and Thursday 12:00 - 1:00 p.m., or by appointment (please come see me!)

Seminars focusing on research in area of psychology. The specific research topic in each section of the class will be determined by the individual class instructor. Students will conduct collaborative research projects in the designated research area. Prerequisite: PSY 207. This is a 4-credit hour course in which we will meet in the classroom for 3 hours each week. The additional credit hour will allow for course readings to be completed before class. This course will also involve projects, reading assignments and studying to be completed outside of class time.

Learning Goals: Students will continue to work on American Psychological Association Learning Goals 2, 3, and 4. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline—Learning Goal 5 of the American Psychological Association Guidelines for the Undergraduate Psychology Major (2006)

- ❖ Every student will use APA style and research sources to write or co-author a research paper that is at least 15 pages long
- ❖ Every student will participate in an oral presentation for at least 15 minutes
- ❖ Every student will be expected to critique and discuss research articles
- ❖ Every student will design projects
- ❖ Every student will be strongly encouraged to submit to give a presentation or poster presentation at an internal and/or external conference about their research
- ❖ Every student will spend time exploring her career goals

These objectives will be met through course assignments.

Course Objectives:

- ❖ Create materials for career development including a CV and personal statement
- ❖ Design a research project to be carried out at the zoo. Collect, analyze and present the research
- ❖ Engage with speakers at different stages of careers in a variety of cognitive neuroscience and animal science jobs
- ❖ Prepare a paper and a poster that will be presented in a class session, as well as potentially at a conference

These objectives will be met through applied course assignments involving listening, discussing, reading, and writing.

POINT ALLOCATION

Participation Points***	75		
Weekly Activity	30	GRADING SCALE (%)	
Student led discussion	25	A = 93 - 100	A - = 90 - 92
Peer evaluation	20	B+ = 87 - 89	B = 83 - 86
CV Rough Draft	25	B - = 80 - 82	C+ = 77 - 79
CV Final Draft	25	C = 73 - 76	C - = 70 - 72
Personal Statement	25	D+ = 67 - 69	D = 63 - 66
Research Proposal	50	D - = 60 - 62	F = 59 or less
In-class Oral Presentation	50		
SpARC Poster Presentation	25		
Poster	50		
Final Paper	100		
TOTAL POINTS POSSIBLE	500		

***Reminder – you can actually earn up to 84 participation points. If you attend and participate every day, these will count as extra points in your total.

REQUIRED READING MATERIAL

Reading Assignments: All readings will be posted on Moodle.

CLASS COMPONENTS

Professional Development

Participation Points

Over the course of the semester, there will be 28 class meetings. You can earn 3 points for each class in which you attend, complete required assignments and actively participate. I reserve the right to deduct points if your behavior is not conducive to a group learning environment. On zoo days, you must be present and collecting data at the zoo to earn your participation points. You can miss two classes without losing any points from the total. You can earn up to 9 extra points on towards your final total.

Group Project

As a class, we will work on coding and analyzing a dataset. You will each contribute to this project by coding a segment of videotape and contributing your data to the group dataset.

Student Led Discussion

You will lead a portion of class discussion. You will select from a list of journal articles and fill various roles throughout the semester. You should plan to lead the discussion for 15-20 minutes on your designated date.

Peer Evaluation

A portion of your grade will be based on your peer's evaluation of your discussion leading and group work.

Rough Draft of C.V.

On the designated class day, you will hand in a rough draft of your Curriculum Vitae.

Final Draft of C.V.

On the designated class day, you will hand in a final draft of your Curriculum Vitae.

Personal Statement

You will write a personal statement that can be used for graduate school or job applications and will help to articulate your goals and experiences.

More details on these areas of professional development will be provided throughout the course.

Research Project: Each student will collect data on one species at the zoo. The data collection will take place with a partner; however, each person will carry out their own project. Every individual is responsible for turning in all of the following independently.

Research Proposal

You will submit a research proposal that includes a literature review and the proposed methods for your study. This needs to be formatted using APA style. More details will come in class.

Oral Presentation

At the end of the semester, you will give a 12-15 minute PowerPoint presentation on your research study. More details will come in class.

Final Draft of Poster

You will create a final draft of a poster of your research study. More details will come in class.

SpARC Poster

You will present your poster at the Spring Annual Research Conference. More details will come in class.

Final Paper

You will write a final paper draft of your research study, APA style, 6th edition. You will be the first author on the paper, your partner will be the second author, and I will be the third author. More details will come in class.

Any late assignments will be accepted for up to 24 hours beyond the due date for half credit.

Although every effort will be made to follow the syllabus, I reserve the right to make changes.

IMPORTANT INFORMATION ABOUT THE CLASS

Title IX: If you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking, the college urges you to talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members will support you and inform the college, and the college will respond to the problem through its defined procedures. Agnes Scott has supportive professionals in place to help stop, further prevent, and remedy misconduct that you have experienced. Incidents may also be reported directly to Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547), Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435) or Vice President for Student Affairs and Dean of Students Karen Goff (kgoff@agnesscott.edu, 404-471-6449). You should also feel free to talk to the psychologists or health care professionals in the Wellness Center, or the college chaplain, if you simply need support and do not want the college to initiate any further inquiry. Your discussions with these confidential resources remain confidential.

ADA: Agnes Scott College seeks to provide equal access to its programs, services and activities for people with various abilities. If you will need accommodations in this class, please contact the Office of Academic Advising and Accessible Education (404-471-6150) to complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

Inclusion: This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. At the same time, we understand that course content, critical inquiry, and classroom dialogues give us opportunities to examine topics from a variety of perspectives. Such discourse is a defining feature of a liberal arts education, and can compel debates that challenge beliefs and positions, sometimes causing discomfort, especially around issues related to personal identities. While we uphold and preserve the tenets of academic freedom, we request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective academic work.

Key dates: Jan. 12—last day to add or drop using AscAgnes; Jan. 19—last day to add a fall class or change to audit; Jan. 29—last day to drop without a W; March 29—last day to drop with a W or change to pass/fail.

ACADEMIC HONESTY

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) _____

Class Date	General Topic	To Read BEFORE class (SLD = Student Led Discussion)	Project Due Date	Weekly Activity
W-Jan 10	Course Introduction			
M-Jan 15	MLK HOLIDAY – NO CLASSES			
W-Jan 17	Animal Welfare and Research	Read Postings on Moodle	Bring 3 questions to class based on readings	1
M-Jan 22	Data Collection Bootcamp	Read Handouts 1-3, Data Collection		2
W-Jan 24	Initial Zoo Visit and Tour			
M-Jan 29	Literature Review & Manuscript Prep*	Read Handouts 4-5, SLD 1	Hypotheses Due	3
W-Jan 31	Zoo Day!			
M-Feb 5	CV & Personal Statement Workshop*	SLD 2	Research Proposal Due	4
W-Feb 7	Zoo Day!			
M-Feb 12	GUEST SPEAKER – Dr. Audrey Duarte		3 questions for speaker	5
W-Feb 14	Zoo Day!			
M-Feb 19	Personal Statement Workshop*	Read Handouts 6-7, SLD 3	Rough Draft of CV Due	6
W-Feb 21	Zoo Day!			
M-Feb 26	GUEST SPEAKER – Brielle James		Personal Statement Due & 3 questions for speaker	7
W-Feb 28	Zoo Day!			
M-Mar 5	No Class – PEAK WEEK			
W-Mar 7	No Class– PEAK WEEK			
M-Mar 12	No Class – Spring Break			
W-Mar 14	No Class – Spring Break			
M-Mar 19	Data preparation and analysis*	SLD 4		8
W-Mar 21	Zoo Day!			
M-Mar 26	GUEST SPEAKER – TBA		3 questions for speaker	9
W-Mar 28	Zoo Day!			
M-April 2	Poster Workshop*	SLD 5		10
W-April 4	Zoo Day!			
M-April 9	GUEST SPEAKER - Dr. Michael J. Beran		3 questions for speaker & Poster Draft	11
W-April 11	Zoo Day!			
M-April 16	Poster Workshop*	SLD 6	Final Draft of CV Due	12
W-April 18	Zoo Day!		Poster Due	
M-April 23	Poster Practice Day			13
T-April 24	PRESENT AT SpARC			
W-April 25	Paper Development			14
M-April 30	Presentations			
W-May 2	Presentations		Final Research Paper Due	15

*bring computer to class

