

SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL  
SCIENCE (BASS) DEPARTMENT  
PSY 3308 Course Syllabus – Spring 2020

Course Title:	Experimental Psychology
Required Text:	Pelham, B. W., & Blanton, H. (2019). <i>Conducting research in psychology: Measuring the weight of smoke</i> . (5 <sup>th</sup> Ed.). Thousand Oaks, CA: Sage Publications.
Contact Information:	Alicia M. Trotman, Ph.D. – <a href="mailto:alicia.trotman@sulross.edu">alicia.trotman@sulross.edu</a>
Office (LH 306) Hours:	Wednesdays (10:00am to 12:00pm); Tuesdays & Thursdays (12:30 to 1:30pm) Appointment: <a href="https://calendly.com/amtsulross">https://calendly.com/amtsulross</a>
Office Phone:	432-837-8147
Prerequisites:	PSY 1302 & PSY 2307 (Statistics for the Behavioral Sciences)

### Course Description:

This course reviews experimental research in psychology, with a preliminary focus on qualitative research designs (case studies) and quantitative research designs (true experiments and t-tests and ANOV A). The course takes a form of half-seminar and half-lecture. The lecture format will cover basic concepts in research methods and statistics and the seminar format offers you the opportunity to practice these techniques in your real study. You are required to read course materials before each week's meeting and participate in course discussions during the class, such as giving oral presentations to the assigned course materials, working in groups critiquing published research papers, and participating in various class activities. For your personal study, you will conduct a class project, from generating a research question, conducting a literature review, forming a testable hypothesis, choosing a methodology and designing the method, collecting data, to analyzing and interpreting the data. Toward the end of the semester, you are required to write your research study using the techniques learned throughout the semester.

### Course Objective:

In this experimental psychology course, you will learn how to strengthen your research skills through working individually and collaboratively and with a strong emphasis on what you **can** do. You will build knowledge in constructing a coherent argument to position your interest in the discipline of psychology. Your argument will eventually be linked to ethical concerns and limitations, epistemology, methods and analytic lens used to generate results and discussion.

### Student Learning Outcomes:

Throughout the course, these are the outcomes that we will aspire to gain:

1. Characterize the nature of psychology as a discipline and describe the basic characteristics of the science of psychology. Describe basic research and statistical concepts in scientific psychology, including qualitative, experimental and/or correlation methods.  
**Method of Formative Assessment:** Quiz and Study assignment
2. Understand the purpose of research in psychology, and establish familiarity with, and critically think about major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Explain the necessity for

ethical behavior and social responsibility in all aspects of the science and practice of psychology.

**Method of Formative Assessment:** Quiz and Study assignment

3. Design effective and respectful research questions, review literature, and understand and apply quantitative and qualitative research designs. Learning the English language, controlling your tense and recognizing the power of numeracy and/or written excerpts to enhance your arguments

**Method of Formative Assessment:** Final project

4. Apply psychological principles in research to guide learning trajectory of psychology in practice. Strengthen intercultural competence and civility when engaging psychological principles to present the testability (and falsifiability) of your argument. Evaluate how psychological knowledge, skills, and values are used in professional pursuits in a variety of settings, and everyday life.

**Method of Summative Assessment:** Final project

### Course Requirements:

1. The text must be obtained.
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

### SRSU Disability Services - AMERICANS with DISABILITIES ACT STATEMENT:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. **In order to receive accommodations on exams or assignments, you must first provide proper documentation to the Office of Counseling and Accessibility Services. It is your responsibility to initiate a request for accessibility services.** *Please contact Accessibility Services Coordinator in Counseling and Accessibility Services (Office: 112 Ferguson Hall) to set up an accommodations meeting, call (432) 837-8691 or mail to P.O. Box C-171 Sul Ross State University, Alpine, Texas 79832.* Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

### Honoring Academic Integrity

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Scholastic Dishonesty Policy](#).

### Marketable Skills:

1. **Speaking Effectively:** Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. **Describing Feelings:** Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. **Identifying Resources:** Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.

4. **Analyzing:** Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

## Observing Class Guidelines

### Class Participation

This is a course that requires in class, hands on experience and discussion. Class attendance **IS REQUIRED** and participation is important. Class participation and attendance will be worth **10%** of the final grade. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

**Participation** - You are expected to be on time for each class session and you should be actively involved. *Active involvement includes prompt and regular attendance, active listening, writing, participating via an online poll or quiz, engaging in discussions, volunteering or doodling.* Early departure or late arrival for class (more than 15 minutes) on a weekly basis will lower your participation grade. If you repeatedly leave early or are late to class (**more than twice**), this will be counted as one absence and may result in a failing grade for the course. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. **This includes attending the “Inquire & Inspire” table talk held on Thursday mornings from 10 to 11:00 am.**

**Attendance** – Class attendance is governed by the SRSU policy stated in the schedule of classes. If you are unable to attend a class session, please discuss the reason with me and arrange with another student to obtain any notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal or medical documentation. Excessive unexcused absences (**more than 5 missed class sessions**) will result in a failing grade for the course.

**Cell Phone and Computer Use** - During the entire class period, you should be fully engaged in the day’s activity. Laptop computers or tablets are welcomed at every class meeting for the academic purposes of note taking or following along with the instructor’s lesson. Inappropriate computer usage (e.g. checking your e-mail, using instant messaging, accessing Facebook, etc.) or off-topic activity (e.g., reading the newspaper, cell phone use) is highly discouraged and very disrespectful to the instructor and your peers. Please be advised that computer or cell phone use not pertaining to the class activity or discussion will be noted and result in being marked “absent” for the day.

### Late Assignments/Projects/Checklists

You are expected to meet assignment/checklist deadlines. Late assignments or projects will be reduced by 10% of the overall assignment for the first day of lateness and 40% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

### Discussing Evaluation

**Quizzes** – This is an online short-answer quiz to ensure that you have read the chapter and understand the most pertinent concepts. These checklists are **available immediately after** the chapter is discussed in class and are **due** the following week of class. These are automatically graded so you will obtain immediate feedback. Quizzes are **only** accessible for that time so make sure you do them as soon as they are posted!

**Study assignments** – These assignments are short exercises to ensure that you understand the major elements of psychology research. For example, you will have exercises to demonstrate that you understand plagiarism, ethics generation of hypotheses or operational definitions, correlations, and/or the structure of a research papers. These assignments will be given bi-weekly. More than one assignment may be given every two weeks. In addition, extra practice for any of these assignments may be proffered as extra credit.

**Final Project** – The goal of this assignment is for you to write your research study individually. You will glean all that you have learned from this and previous psychology courses you have taken to write a study that is of interest to you. This assignment counts to a total of **700 points** involving each stage of the research process – literature review, design and methods, ethical procedures (Institutional Review Board and Consent Forms), data collection, analysis, final manuscript and presentation. You will have to schedule one meeting with me outside of class to obtain feedback for your study. In addition, you will present this study at the end of the semester as a poster presentation at our Undergraduate Research Conference held on Monday April 22nd. You will also present again on Thursday May 9<sup>th</sup> to the SRSU community, and as a thank-you to your participants.

## Grading

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will complete a final project.

<b>Grading:</b>	<b>1000 points total</b>	<b>Final Grade</b>
Quizzes (4):	80 (4 @ 20 points each)	8%
Attendance/Participation:	150 points total	15%
Study Assignments (4):	120 (4 @ 30 points each)	12%
Draft Literature Review:	80 points	8%
Draft Proposal (with Methods):	120 points	12%
Instruments(30), IRC (50) & Consent Form(20):	100 points	10%
Participant Recruitment:	50 points	5%
Final Manuscript (with Discussion):	200 points	20%
Final Presentation (of project):	100 points	10%

## Course Outline

(This schedule and the topics listed below are subject to modification by the instructor.)

### Unit 1 – What is Experimental Psychology? Why conduct a study?

Day	Content
<b>Jan. 14<sup>th</sup> &amp; 16<sup>th</sup></b> <b>(INTRO)</b>	Chapter 1 Introductions and <i>How do we know?</i> <b>Thursday: Inquire, Inspire (10am)</b> (Jan. 16 <sup>th</sup> : LAST Day for late registration and schedule changes)
<b>Homework</b>	Reading Journal Articles Exercise; Knowledge Exercise
<b>Jan. 21<sup>st</sup> &amp; 23<sup>rd</sup></b> <b>(EARTH)</b>	Chapter 2 <i>How do we find out? The Logic, Art, and Ethics of Scientific Discovery</i> <b>Thursday: Inquire, Inspire (10am)</b>
<b>Homework</b>	Quiz 1 on Chapters 1 and 2; Plagiarism Exercise;
<b>Jan. 28<sup>th</sup> &amp; 30<sup>th</sup></b> <b>(CALLISTO)</b>	Chapter 3 <i>In a nutshell: An overview of psychological research methods</i> <b>Thursday: Inquire, Inspire (10am)</b> (January 29 <sup>th</sup> : LAST Day to drop a 16-week term course without creating academic record)
<b>Homework</b>	Choosing your six articles and beginning to write your draft proposal...
<b>Feb. 4<sup>th</sup> &amp; 6<sup>th</sup></b> <b>(VALENTINE)</b>	Chapter 4 <i>Making it happen: A Hands-on Guide to a first research project</i>
<b>Homework</b>	Quiz 2 on Chapters 3 and 4;

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### UNIT II: Generating Research Questions & Implementing Designs

Day	Content
<b>Feb. 11<sup>th</sup> &amp; 13<sup>th</sup></b> <b>(MERCURY)</b>	Working on Draft Proposal, Consent Forms, and IRB Proposal <b>Draft Literature Review with Instruments Due on Thursday February 13<sup>th</sup> at 11:59pm</b>
<b>Homework</b>	Writing Literature Review and Research Design Proposal
<b>Feb. 18<sup>th</sup> &amp; 20<sup>th</sup></b> <b>(MARS)</b>	Working on Draft Proposal, Consent Forms, and IRB Proposal
<b>Homework</b>	Writing Literature Review and Research Design Proposal
<b>Feb. 25<sup>th</sup> &amp; 27<sup>th</sup></b> <b>(MOON)</b>	<b>Review of Draft Proposal (with Methods)</b> <b>Friday February 28<sup>th</sup>: Submit IRB and Consent Forms</b>
<b>Homework</b>	Completing Literature Review and Research Design Proposal; Ethics Exercise;
<b>Mar. 3<sup>rd</sup> &amp; 5<sup>th</sup></b> <b>(NEPTUNE)</b>	Chapter 5: <i>Moving from fact to truth: Validity, reliability, and measurement</i>
<b>Homework</b>	<b>Enjoy Spring Break!</b>

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## UNIT III: Research Analysis &amp; Discussion; Translating your study for your audience

Day	Content
<b>Mar. 17<sup>th</sup> &amp; 19<sup>th</sup></b> <b>(URANUS)</b>	Chapters 5, 6 & 7 – Reliability and Validity Issues <b>Tuesday March 17<sup>th</sup> – Participant Recruitment (Cafeteria – 12:30 to 1:30pm)</b>
<b>Homework</b>	Quiz 3 on Chapters 5 & 6
<b>March 24<sup>th</sup> &amp; 26<sup>th</sup></b> <b>(ERIS)</b>	Data Collection
<b>Homework</b>	Statistical or Qualitative Analysis;
<b>March 31<sup>st</sup> &amp; April 2<sup>nd</sup></b> <b>(VENUS)</b>	Data Collection March 30 <sup>th</sup> : LAST Day for instructor initiated drop for excessive absences April 3 <sup>rd</sup> : LAST Day to withdraw from the 16 week course with grade of 'W'
<b>Homework</b>	Statistical or Qualitative Analysis;
<b>April 7<sup>th</sup> &amp; 9<sup>th</sup></b> <b>(EASTER)</b>	Data Collection
<b>Homework</b>	Quiz 4 on Chapters 7 & 12; Writing Results and Discussion
<b>April 14<sup>th</sup> &amp; 16<sup>th</sup></b> <b>(JUPITER)</b>	Chapters 7 & 12 – Common Threats to Validity and Brief Overview on Statistics
	Finalizing Results and Writing Discussion (Editing your Study)
<b>Apr. 21<sup>st</sup> &amp; 23<sup>rd</sup></b> <b>(SATURN)</b>	<b>Monday April 20<sup>th</sup> – SRSU Undergraduate and Graduate Research Conference</b> Chapter 13 - <i>Telling the World About It</i> & Putting it All Together (Manuscript) Final Review
	Presentation Format of your Study
<b>April 28<sup>th</sup></b> <b>(SUN)</b>	<b>Pizza Party &amp; Class Presentations</b>