

PSYC 390-02 Quantitative Research Methods

Spring 2019, Westminster College

Tues. & Thurs. 2:00 – 3:50 PM, Gore Room 205

4 Credit Hours

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Office Hours: Tues. & Thurs. 10:00 AM – 11:30 AM; or By Appointment

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[Best way to contact me outside of class]

Contacting Me: If you need to contact me outside of class, **email or Canvas is the best way to get a hold of me**, next to calling my office, or simply stopping by in-person. I have an open-door policy, so you're always welcome to stop by my office when I'm in. I typically check my email (and Canvas) at least one to two times per day, but you should allow at least **48 hours** for a response, excluding weekends and academic holidays. I'll typically be able to respond sooner than this, usually within 24 hours, but that may not always be the case depending on my work obligations. Please come and speak with me (and/or email, call) if you have any questions pertaining to the course. I'm more than happy to meet and talk with you.

Contacting You: In the event that I need to communicate with you outside of class, I will send you an email via your official Westminster College email address. **You are responsible for regularly checking this email, as well as all messages and announcements on Canvas.** Once I send you an email, or post an announcement on Canvas, I will assume that you receive the message in a reasonable amount of time, such as within 48 hours, and you will be held accountable for the information contained in the message. Check your email and Canvas frequently each week. If you use an account other than your Westminster email, be sure to have your messages forwarded.

Catalog Description

A survey of scientific research methods used to investigate diverse aspects of human cognition, emotion, and behavior in the field of psychological science. Topics include experimental (causal) and non-experimental research designs (correlational, survey-based, and observational methods), basic descriptive and inferential statistics, data collection and analysis, and ethical issues surrounding research on human populations in laboratory and field settings. Assignments include developing and conducting experiments and studies to demonstrate understanding and applications of behavioral science research, gaining familiarity with data analysis approaches using statistical programs, and interpreting and communicating research findings. Development of an independent research proposal is also an important component of the course. Prerequisites: PSYC 105 or WCSAM/WCSBS 120 and DATA 220. PSYC 270 is also a prerequisite for students who began at Westminster Fall 2014 or later.

Course Objectives & Learning Goals

- Gain a better understanding of psychology as a science, and the principles that guide scientific investigation
- To familiarize you with basic research methods used in the behavioral sciences, particularly principles of experimental and non-experimental designs
- To help you learn to evaluate the adequacy of research and engage in critical thinking skills
- To review and provide you with an understanding of basic statistical concepts (as they relate to research methods), and acquire experience working with statistical applications (e.g., SPSS)
- To teach you how to develop and report a psychological research project in the form of a written proposal using APA style
- To help prepare you to be able to design and conduct an individual research project in the future, and be better prepared to understand scientific research concepts in other social science coursework

The learning goals and outcomes of this course are based upon the American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major, Version 2.0 (2013), which includes:

Goal #1: Knowledge Base in Psychology

1.1 Describe key concepts, principles, and overarching themes in psychology

Goal #2: Scientific Inquiry and Critical Thinking

2.1 Use scientific reasoning to interpret psychological phenomena

- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal #3: Ethics and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice

Goal #4: Communication

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

Goal #5: Professional Development

- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity

Note: For additional information about the learning goals above, see:

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

College-Wide Learning Goals:

- Critical Thinking
- Creativity
- Collaboration
- Communication

Course Structure & Instructional Approaches

In this course, we will utilize several approaches for facilitating your learning. For most class meetings, the focus will be on collaborative group interactions using structured activities, discussions, and inquiry-guided problem solving. As a student, you will be tasked with becoming a discoverer of knowledge, a contributor to your group, a problem-solver, and a critical thinker of psychological science, research methods and design. Throughout the semester there will be occasional presentations/lectures on important concepts, as well as demonstrations to illustrate course content, though you should expect to spend much of our class time working with your fellow classmates on structured activities, assignments, and projects. In other words, this is not a class where you simply show up, pick a seat, and sit and listen passively. Rather, you can expect that on most days of the semester there will be multiple activities, requiring active engagement and participation among you and your fellow classmates. Expect to “learn by doing” in this course.

Required Text: Cozby, P. G. & Bates, S. C. (2018). *Methods in Behavioral Research*. 13th Edition. McGraw-Hill. ISBN: 9781259676987

Note: **You will need to bring the required text to class on all class meetings of the semester. You will also need to bring a laptop (or other device) for all class meetings throughout the semester.**

Assigned Readings: Assigned readings (e.g., journal articles, news reports) may be assigned throughout the semester in order to facilitate the learning objectives of the course. Any assigned readings not listed on the Course Schedule will be posted on the course webpage and announced in advance during class. Optional readings (not required for the course) may also be made available purely for your own interest and enjoyment for particular topics.

Course Webpage: For this course, we will be using the online learning management system Canvas. You can access the course webpage using your Westminster ID and password by going to the college’s main page, scrolling

to “Current Students” and then clicking the icon for “Canvas”. Assigned readings, course resources, grades, assignment instructions, and other important materials will be made available on this site and announced during class meetings. If you are unfamiliar with Canvas, be sure to spend some time acquainting yourself with the available features and operations and let me know if you have any problems accessing any course materials.

Requirements of the Course

Final grades will be based upon points earned on the following:

Attendance & Participation (5% attendance; 5% active engagement)	10%
Research Projects (2 group lab reports; each 12.5%)	25%
Quizzes (4 total; approx. 6.25% each)	25%
Drafts of Research Proposal Paper & Peer Review (6 draft sections)	10%
Research Proposal Presentation (approx. 10 minutes)	10%
Final Research Proposal Paper (approx. 12 – 15 pages)	20%
PSYC Dept. Citation Training & Certification (on Canvas)	Required to Pass Course

Final Letter Grades:

A	94% or above	C	74-77.99%
A-	90-93.99%	C-	70-73.99%
B+	88-89.99%	D+	68-69.99%
B	84-87.99%	D	64-67.99%
B-	80-83.99%	D-	60-63.99%
C+	78-79.99%	F	59.99% or below

Attendance & Participation: Attendance will be taken regularly throughout the semester. It’s my expectation that you, being a student enrolled in the course, will attend class each week and actively contribute to class discussions and participate in all course activities on a regular basis. **It is your responsibility to notify me should you need to miss class. If you miss a class meeting, and neglect to notify me of the reason for the absence, it will be counted as unexcused unless otherwise determined (e.g., if no extenuating circumstance exists).** Similarly, arriving late to class will result in points deductions from your attendance and participation grade (e.g., 20% for the first 5 to 10 minutes). Active participation and engagement will also count toward your final grade. Active participation is often a difficult concept to define and evaluate, but my expectation is that you will come to class prepared to learn and contribute to questions and points of discussion throughout the semester. I strongly encourage you to ask questions and seek clarification when you don’t understand concepts. You are also expected to participate in all group activities and projects with fellow students (e.g., in-class activities illustrating course concepts).

Research Projects: During the semester you will complete two small-scale group projects using research methodology and data modeling concepts and procedures that will require you to apply and integrate course topics by designing a correlational study, and, an experiment, which will involve collecting and analyzing data using descriptive and inferential statistics, and reporting your findings in a written APA-Style lab report. Specific instructions and grading criteria for each of these two projects will be provided during the semester on Canvas. **Note: While some class-time is devoted to working on these two research projects, you and your group members will need to also plan additional time outside of class in order to make progress and complete these assignments.**

Quizzes: Four timed, take-home quizzes will be given throughout the semester to test your knowledge and understanding of course material. The quizzes will consist of multiple choice, true/false, and short-

answer style questions covering material discussed during class and from the assigned readings. For each of the quizzes, a study guide and practice quiz will be posted and I strongly recommend completing both to help facilitate your learning of concepts. The practice quizzes are ungraded and do not count toward your grade in this course, and, are intended as an additional study resource so that you can gauge how well you're understanding course content. **If you do not complete a quiz without a reasonable and/or documented excuse or extenuating circumstance (e.g., personal or family emergency), you will not be permitted to make it up, and will receive zero points.** You will need access to a computer or other device with Respondus Lockdown Browser in order to complete the quizzes in this course. Instructions for how to download and install Respondus Lockdown Browser will be posted on Canvas and discussed in class.

Drafts of Research Proposal Paper & Peer Review: As part of this course, you will be learning the basics of a scientific writing style and format known as APA Style, which will be utilized to create an independent Research Proposal on a personal topic of interest. During the semester you will bring to class drafts of this paper for peer-review by your fellow classmates. These drafts of the various sections of the paper will be incorporated into a final product at the end of the semester representing a final Research Proposal (approximately 12 to 15 pages in length). **Submitting drafts of the various sections of the paper is required for the course, and you must attend the peer-review sessions listed on the Course Schedule. You will need to bring a printed, hardcopy of all draft sections for review during class time.** If you neglect to attend any peer-review sessions you will receive zero points for that session/draft section of the paper. These points cannot be made up without a reasonable, documented excuse for missing class. Several handouts will be provided throughout the semester illustrating the various sections of the paper (what information to include, how to structure content, formatting requirements, and so forth), as well as the criteria that will be used for grading. I strongly encourage you to take advantage of the Writing Center here on campus in preparing the various sections of your proposal if you feel your writing skills need improvement and/or you just want extra constructive feedback. The staff and consultants at the Writing Center are a great (and a free!) resource for you to use as a student. See the following link for more details: <https://www.westminstercollege.edu/about/resources/tutoring/writing-center>

Research Proposal Presentation: At the end of the semester you are required to give a brief, timed oral presentation of your Research Proposal to the class as part of the course requirements (approx. 10 minutes). This presentation will require you to utilize visuals (e.g., PowerPoint slides, Prezi) or other presentation resources as a way to communicate your proposed project. The specific details of the requirements of the presentation and the grading criteria will be provided later in the semester on Canvas. **You are required to attend all proposal presentations at the end of the semester even on the day you are not presenting your own project. Failure to do so will result in your own presentation grade being substantially lowered by 10%.**

Final Research Proposal Paper: At the end of the semester you are required to submit a finalized Research Proposal (consisting of draft sections completed throughout the semester). A grading rubric and instructions will be provided on Canvas.

PSYC Dept. Citation Training & Certification: Beginning in the Fall 2014 Semester, we the faculty in the Department of Psychology require all students, regardless of major, that enroll in any PSYC courses, to complete an online citation training and certification. The training and certification is to familiarize all students with scientific citing standards and practices used in the field of psychology and other science disciplines. It is also intended to convey why, when, and how to cite various types of sources using APA Style in order to avoid committing plagiarism. The citation training and certification takes approximately one to two hours to complete, and is required in order to pass this course regardless of your final grade at the end of the semester. **If you do not complete the certification by the due date on Canvas, 10% will be deducted from each assignment that requires completion of this requirement. If the certification is not completed by the last day of classes for the semester, you will not be permitted to pass this course.**

Extra Credit Opportunities: During the semester, I may make several extra credit opportunities available. These assignments will consist of applying and integrating course concepts and will help facilitate the learning objectives of the course. Completing such assignments, if offered, is completely voluntary and is not required for the course.

Important Dates & Class Policies

Classes begin on Mon., Jan. 14th. Classes end Fri., May 3rd. Final grades will be available on the web beginning Fri., May 10th.

Withdrawals: The last date for course withdrawal without a grade of “WF” is Fri., April. 5th. As a courtesy, please notify me if you will be withdrawing from the course.

See the Academic Calendar for other Important Dates: <https://www.westminstercollege.edu/docs/default-source/registrar's-office-documents/academic-calendar/academic-calendar-2018-2019e7772946beef6cf49016ff000033899e.pdf?sfvrsn=14>

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must: (1) Produce evidence of extenuating circumstances, outside the student’s control, which make it impossible to complete the class; and, (2) Have completed more than two-thirds of the work of the class with a passing grade. If you anticipate pursuing an incomplete for the course, please come and speak with me as soon as possible.

Computer/Technology Problem Policy: Computer or technological problems and “device death” (situations where your computer, laptop, tablet, or other device no longer functions) are not allowed as excuses for late or missing work in this class. You are responsible for having a functional laptop (or other device) and locating online or external hard drive storage to back up your documents and course-related files. Free options are MyFiles available through Anywhere Westminster, Google Drive, and Dropbox.com. Assume that your computer will die and prepare accordingly by backing-up files and other work for this course. It is sad, but almost every year at least one student in my classes experiences “computer or tablet death.” It happens. A lot. And it’s really sad, so take steps to avoid losing your work or submitting assignments late. ☹ If you need technology-related assistance, Information Services (IS) is a free service on campus that I recommend utilizing: <https://www.westminstercollege.edu/internal-content/resources-and-services/computer-support> or via phone: (801) 832 2023.

Late Policy & Assignment Deadline Extensions: Assignments turned in late or past the due date will be lowered 10% of the graded score per every 24 hours of lateness (beginning with the first day) in the absence of a reasonable/documented excuse (e.g., family or medical emergency, other extenuating circumstances). Assignments submitted more than 48 hours late will not be accepted, and will be assigned zero points. Quizzes not completed by the posted due dates will be assigned zero points and cannot be made-up at a later time. If you need an extension on a particular assignment, please come and speak with me so that we can discuss possible options. **Note: Late submission of the Research Proposal, due on Fri., May 3rd will not be accepted and will be assigned zero points.**

Academic Honesty: Westminster College operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member. Please refer to the Academic Catalogue or the Student Handbook for the College’s statement on academic honesty. **In this course, you are responsible for being aware of all academic honesty policies.**

Grade Contesting Policy: If you wish to dispute a grade given for any course assignment, you will need to contact me no later than one week after receiving the graded assignment. You will need to submit a written (printed hardcopy or via email) description explaining: (1) why you are disputing the grade, and (2) why you believe you

earned a higher score, what that score should be, and your arguments for the new score. **Waiting until the end of the semester, and/or several weeks after receiving a graded assignment or final grade before contacting me is not a reasonable way to debate an unfavorable grade.** In general, if you have any questions about your grades on any course assignments, please come and speak with me to discuss them sooner rather than later. I'm happy to go over any questions that you might have.

Respect: While in class, please show respect not only to the professor but also to your fellow students—be on time, and turn off cell phones and other devices that may cause distractions (Yes, this includes smartphones, and **no texting or surfing the Internet for non-class purposes**). Also, please be sensitive to the opinions of others by refraining from unnecessary side conversations, interruptions, sleeping, or making disrespectful comments. Our classroom is a safe and respectful academic environment for learning and engagement – incivilities (poor behavior) that disrupt or interfere with this aspect of the course will not be tolerated.

Pronouns, Correct Names, and Inclusion: It is your right to be identified by your correct name and pronouns. I support people of all gender expressions and gender identities and welcome students to use whichever pronouns or names that best reflect who they are. In this spirit, I expect all students to also use the correct pronouns and names of classmates. Please inform me if my documentation reflects a name different than what you use and if you have any questions or concerns please contact me after class, by email, or during office hours.

Class Cancellations: If for any reason class is cancelled (e.g., due to weather-related issues, unexpected circumstances), an announcement will be posted on Canvas.

Course Concerns or Issues: Psychology Department Chair Information: When course concerns arise, the Psychology Department encourages students to address these concerns with course instructors in a productive and respectful way. In this spirit, we wish to provide support and guidance if students need help understanding how they might effectively provide constructive feedback to the instructor about their class experiences. The Psychology Department also recognizes that power dynamics inherent in the student-instructor relationship may be prohibitive in sensitive situations. We ask that students contact the department chair in a timely manner about any of the following: multiple class cancellations without alternate learning arrangements; an uncomfortable, discriminatory or non-inclusive classroom atmosphere; complete lack of basis for grades; and/or other inappropriate issues that impede learning. Contact the Psychology Department Chair, Dr. Jonathan Amburgey (jamburgey@westminstercollege.edu) via email and he will be happy schedule an appointment or make other arrangements (e.g., via phone, Skype) to address these concerns.

Important Resources and Protections for Students:

Your rights under federal laws:

Section 504 of Rehabilitation Act of 1973/ADA. Westminster College seeks to provide equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. If you need disability-related accommodations in this class, have emergency medical information you wish to share with me, or need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office. Disability Services authorizes disability-related academic accommodations in cooperation with the students themselves and their instructors. Students who need academic accommodations or have questions about their eligibility should contact Karen Hicks, Director of Disability Services & Testing Center, in the basement of Giovale Library (801-832-2272) or email disabilityservices@westminstercollege.edu.

Title IX. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Westminster is committed to providing a safe and non-discriminatory learning, living, and working environment to all members of the Westminster community

and does not discriminate on the basis of sex. This includes on the basis of gender, gender identity, gender expression, nonconformity with gender stereotypes, or sexual orientation. The College's Title IX policy strictly prohibits sexual assault, sexual harassment, gender-based harassment, gender-based discrimination, sexual exploitation, interpersonal violence (dating violence, domestic violence, stalking), and retaliation for making a good faith report of prohibited conduct or participating in any proceeding under the policy. The policy and accompanying procedures are available at www.westminstercollege.edu/about/resources/title-ix and discuss prohibited conduct, resources, reporting, supportive measures, rights, investigations, and sanctions for violations of the policy. If you want to make a report of prohibited conduct, you may contact Westminster's Title IX Coordinator, Kat Thomas, or report an incident online. Kat can be reached at kthomas@westminstercollege.edu, 801-832-2262, or in Malouf 107. You can also contact Deputy Coordinator Traci Siriprathane at tsiriprathane@westminstercollege.edu or 801-832-2862 or in HWAC 210. Please note that to the extent permitted by law, the College aims to protect the privacy of all parties involved in the investigation and resolution of reported violations of the policy. However, the College has a duty to look into and take actions in response to reports and cannot guarantee confidentiality or that an investigation will not be pursued. The Counseling Center is a confidential resource, and by law the counselors who work there cannot reveal confidential information to any third party without express permission unless there is an imminent threat of harm to self or others. **As an instructor I am a responsible employee and am required to report any information I obtain regarding conduct that may violate the policy to the Title IX Coordinator so that students can receive supportive measures and referrals to resources, they are aware of their options, and the safety of the campus community can be ensured.** If you begin to disclose an incident of prohibited conduct, I may interrupt you because I want to make sure that you have had the opportunity to discuss the incident with confidential resources on and off campus first. If you need supportive measures inside or outside the classroom because of an incident of prohibited conduct, please reach out to the Title IX Coordinator for assistance.

Equal Opportunity. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. In addition to these, Westminster's Equal Opportunity policy prohibits discrimination or harassment based on ethnicity, age, religion, military status, or genetic information in any of its programs or activities. If you encounter this type of discrimination or harassment, or feel that you have been retaliated against for reporting prohibited conduct or participating in any related proceeding, you should contact Julie Freestone, Equal Opportunity Administrator, at jfreestone@westminstercollege.edu, 801-832-2573, or in Bamberger 106. The equal opportunity policy and procedures can be accessed from the Student Life webpage. **As an instructor, just as with Title IX, I am a responsible employee and am required to report any information I obtain regarding discrimination or harassment to the Equal Opportunity Officer for further review.**

[Okay, Now That You Know the Logistics of the Course, What Is It That I Expect of You?](#)

- Read and understand the course requirements and policies described here in the syllabus.
- Attend and participate in all class meetings, and come prepared to learn and be an engaged, enthusiastic member of our class community. If you need to miss class, notify me and assume responsibility for getting back up to speed on what you were absent for. Similarly, if you have a reasonable need for an extension on an assignment (e.g., medical or family emergency, or other documented situation), you need to contact me as soon as you're able to do so in order to make arrangements.
- Do the work. It's not always obvious, but there is a larger plan for your educational success and personal development. I'm here to help you in this journey, but you have to put the time and effort in to make it worthwhile.

- Read, and re-read the assigned readings for the course. It's easy to read a chapter, article, etc. and think to yourself, "oh, I know it", but not actually understand (and be able to recall and apply) what you've read later on. Time spent in class aside, plan to devote several hours each week reading and studying for this course.
- How to study? Research suggests that breaking up your studying into several focused sessions each week typically works well for most people. Cramming rarely (if ever) works, so plan ahead. See the wiki on Canvas for additional information on how to be a successful student and be sure to review the research-proven strategies for effective studying I've posted for the class.
- Keep due dates for course requirements in mind by reviewing the course schedule regularly, and pay attention to announcements made during class time and on Canvas. **Know the P's of success: Prior Preparation Prevents Poor Performance.**
- Don't let your fellow classmates down by not preparing or participating in the group activities and projects you'll be assigned. Teamwork and collaborative learning is just as important as individual work in this course.
- Make a study buddy (or several if possible). Get to know your fellow classmates and consider exchanging emails and/or phone numbers so that you have someone to get notes from in the event you need to miss class. Also consider forming study groups with your fellow classmates as a way to study for quizzes and complete other requirements of the course.
- Be respectful of others and be an open-minded learner. Insensitive, disrespectful, or bad-mannered behavior is not condoned in my classroom.
- When in doubt, ask! If you're struggling with the material or something doesn't make sense, let me know. Chances are you're not the only person. I'm here to facilitate your learning.....take advantage of this opportunity.
- Learn about and abide by Westminster's Academic Honesty Policies.
- Have fun! I realize that you are probably taking other courses, working a part-time job, and have other obligations while taking this course, and that it's difficult to be motivated to spend what little time you have left studying. **It is, however, your responsibility to take charge and devote the time necessary for this course.** I'm certain that if you stay actively involved in this course you'll reap the rewards of not only mastering the material, but also gain a better understanding of quantitative research methods and the scientific process.

Last, but not least.....

I sincerely hope that you enjoy this course and that you find the information as stimulating as I do! Please contact me if you experience any difficulties in this course and we'll try and work out a strategy to help you maximize your learning.

Course Schedule

Assigned Readings Should Be Completed Before the Class Meeting they are Assigned. Also, Remember to Bring Your Textbook (or ebook) and a Laptop to Class to Use for Activities, Assignments, and Discussions Each Week

Note: This syllabus is subject to change. **Due dates for assignments posted on Canvas override all due dates listed on this Course Schedule. That is, if a due date for an assignment differs from the information on this Course Schedule and the due date posted on Canvas, the posted due date on Canvas should be used.** Any changes to the course syllabus or schedule will be announced during class and/or posted on Canvas. Final Grades will be available on the web beginning Fri., May 10th.

Date	Topic(s) & Activities	Assigned Reading & Due Dates (You should come to class prepared to discuss the assigned readings for the listed day we meet)
<u>Week 1</u> Tues., Jan. 15	First Day of Class – Introductions; Information About the Course	
Thurs., Jan. 17	The Scientific Approach for Understanding Behavior	Chapter 1 (pdf available on Canvas)
<u>Week 2</u> Tues., Jan. 22	Hypotheses, Prediction, & Theory in Scientific Research; Begin thinking about and developing a research topic of interest for your Research Proposal	Chapter 2 (pdf available on Canvas)
Thurs., Jan. 24	Hypotheses, Prediction, & Theory in Scientific Research Cont.; Ethics in Research	Chapter 3
Fri., Jan. 25		Due: Complete PSYC Citation Training & Certification on Canvas (if not already completed) by 11:59 p.m.
<u>Week 3</u> Tues., Jan. 29	Ethics Cont.	The Individual Meeting Times to Discuss Your Research Proposal Topic Ideas for Tues., Feb. 12 & Thurs., Feb. 14 Will Be Assigned During Class
Thurs., Jan. 31	APA Paper Sections & Style Overview; Creating the Title Page, Writing the Introduction, & References	Appendix A: Title Page, Introduction, & References Sections (pp. 324 – 329; 333 – 345)
<u>Week 4</u> Tues., Feb. 5	APA Paper Sections & Style Overview Cont.; Writing the Introduction; Synthesizing Sources & Supporting a Proposed Hypothesis	
Thurs., Feb. 7	APA Paper Sections & Style Cont.	
Sun., Feb. 10		Due: Quiz #1 (Ch. 1, 2, & 3) on Canvas Before 11:59 p.m.

<u>Week 5</u> Tues., Feb. 12	Individual Meetings at Dr. Amburgey's Office, Foster 411 – Come Prepared to Discuss at Least Two Specific Topics of Interest for Your Research Proposal	
Thurs., Feb. 14	Individual Meetings at Dr. Amburgey's Office, Foster 411 – Come Prepared to Discuss at Least Two Specific Topics of Interest for Your Research Proposal	
<u>Week 6</u> Tues., Feb. 19	Fundamentals of Research (Variables, Validity, Operational Definitions)	Chapter 4
Thurs., Feb. 21	Fundamentals of Research Cont.; Measurement Concepts (Reliability) & Survey Research	Chapters 5 & 7
<u>Week 7</u> Tues., Feb. 26	Measurement Concepts & Survey Research Cont.; Begin Working on Research Project #1	
Thurs., Feb. 28	Cont. Working on Research Project #1	
<u>Week 8</u> Tues., March 5	Cont. Working on Research Project #1	
Thurs., March 7	Cont. Working on Research Project #1; Work on the Research Proposal Title Page, Introduction, & References Drafts	
Sun., March 10		Due: Quiz #2 (Ch. 4, 5, & 7) on Canvas Before 11:59 p.m.
<u>Week 9</u> Tues., March 12	SPRING BREAK – NO CLASS	
Thurs., March 14	SPRING BREAK – NO CLASS	
<u>Week 10</u> Tues., March 19	Cont. Working on Research Project #1; Work on the Research Proposal Title Page, Introduction, & References Drafts	
Thurs., March 21	Peer Review of the Research Proposal Title Page, Introduction, & References Drafts	Due: Bring to class a printed, hardcopy of your Title Page, Introduction, & References Drafts for Peer Review & Submit an Electronic Copy on Canvas Before 2:00 p.m.
<u>Week 11</u> Tues., March 26	Basic Experimental Designs	Chapters 8 & 9
Thurs., March 28	Basic Experimental Designs Cont.;	
Sun., March 31		Due: Research Project #1 Group Report (Submit on Canvas before 11:59 p.m.)

Week 12 Tues., April 2	Statistical Inference	Chapters 12 & 13
Thurs., April 4	Statistical Inference Cont.; Begin Working on Research Project #2	
Sun., April 7		Due: Quiz #3 (Ch. 8 & 9) on Canvas Before 11:59 p.m.
Week 13 Tues., April 9	Cont. Working on Research Project #2	
Thurs., April 11	Cont. Working on Research Project #2; Writing the Method & Results Sections	Appendix A: Writing the Method & Results Sections (pp. 329 – 332)
Sun., April 14		Due: Quiz #4 (Ch. 12 & 13) on Canvas Before 11:59 p.m.
Week 14 Tues., April 16	Writing the Method & Results Sections Cont.	
Thurs., April 18	Peer Review of the Research Proposal Method & Results Section Drafts	Due: Bring to class a printed, hardcopy of your Method and Results Drafts for Peer Review & Submit an Electronic Copy on Canvas Before 2:00 p.m.
Week 15 Tues., April 23	Generalizing Results; Writing the Discussion Section	Chapter 14; Appendix A: Discussion Section (pp. 332 – 333)
Thurs., April 25	Peer Review of the Research Proposal Discussion Section Draft; Guidelines for Research Proposal Presentation	Due: Bring to class a printed, hardcopy of your Discussion Draft for Peer Review & Submit an Electronic Copy on Canvas Before 2:00 p.m.
Sun., April 28		Due: Research Project #2 Group Report (Submit on Canvas before 11:59 p.m.)
Week 16 Tues., April 30	Research Proposal Presentations	Due: Research Proposal Presentations (Group 1)
Thurs., May 2	Research Proposal Presentations	Due: Research Proposal Presentations (Group 2)
Fri., May 3		Due: Final Research Proposal Paper (Submit on Canvas before 11:59 p.m.) ** LATE PAPERS WILL NOT BE ACCEPTED ** Due: Class Participation & Engagement Self-Rating (Submit on Canvas before 11:59 p.m.)