

**Texas A&M University Central Texas**  
**PSY 3309-120 (Writing in Psychology)**  
**Mondays/Wednesdays (9:30 a.m.—10:45 a.m.) (WH 315)**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

**Office:** TAMUCT Campus--Warrior Hall—Psychology Department—318R

**Phone:** (605-214-5627) (call only between 1:00 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

**Email:** Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom. To reach me outside our online course classroom, use our TAMUCT e-mail system ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)), or use my personal e-mail address ([blnowell@gmail.com](mailto:blnowell@gmail.com)) if these other means are unavailable.

**Virtual Office Hours:** Available anytime through e-mail, or by telephone with an appointment.

**TAMUCT Campus Office Hours:**

- Mondays & Wednesdays (11:00 a.m.—1:00 p.m.) (2:00 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays (1:00 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)

**Mode of instruction and course access:** *This course is a face to face course and it also uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>). You will use your username and password communicated to you separately to logon to this system.*

**Student-instructor interaction:** I check e-mail correspondence several times each day and reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom and do not hear back from me soon, then please e-mail me ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)).

## **Required Course Progress Meeting**

Around mid-semester (probably beginning at week 6), please arrange to meet with me in person.

I am available to meet with you afternoons, any day of the week except Sundays, and at various times of the evening Monday-Wednesday.

I will let everyone in class know exactly when these meeting can be scheduled.

The purpose of the meeting is for us to discuss your progress in this course and for me to learn how I can further help you do well in this course.

# 911 Cellular

**911 Cellular:** This is our new Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

- Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

**Course Overview and Description:** PSYK 3309-120 (Writing in Psychology)

**Catalog course description:** (WI) The study of advanced technical communication in psychology. Involves learning and using the current edition of the Publication Manual of the American Psychological Association for formal research reports, literature reviews, grant proposals, and professional articles. Also involves learning to write professional psychological reports. Prerequisite(s): [PSYC 2301](#), [ENGL 1301](#), and [ENGL 1302](#), or approval of the Departmental Chair.

### Student Learning Outcomes

**LO 1. (IDEA 4).** *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.* Upon satisfactory completion of this course, students will be able to: demonstrate knowledge of relevant publication formats and rules of the American Psychological Association, effectively use various formats for writing papers in psychology, demonstrate knowledge about what plagiarism is and how to avoid it.

**LO 2. (IDEA 8).** *Developing skill in expressing oneself orally and in writing.* Upon satisfactory completion of this course, students will be able to: clearly describe and discuss psychological research studies and their own understanding of those studies.

**LO 3. (IDEA 9).** *Learning how to find and use resources for answering questions and solving problems.* Upon satisfactory completion of this course, students will be able to: utilize library and online resources to find scholarly work regarding a variety of psychology topics.

**LO 4. (IDEA 11).** *Learning to analyze and critically evaluate ideas, arguments, and points of view.* Upon satisfactory completion of this course, students will be able to: critically analyze psychological research study articles. Students will meet with each other to review each other's work for mutual improvement.

**Required Reading and Textbook(s):** **Always bring these books with you to class.**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Mitchell, M. L., Jolley, J. M., & O'Shea, R. P. (2013). *Writing for psychology* (4th ed.). Belmont, CA: Cengage/Wadsworth. (ISBN: 978-1-111-84063-1)

Please purchase or rent our course textbooks as soon as possible. **You cannot pass this course without the textbooks.** Also, please do not use a previous or later edition of these textbooks, because the textbook content changes with each edition.

## COURSE REQUIREMENTS

### Course Learning and Evaluation Requirements:

**APA Format/ Plagiarism Quizzes** (most or all multiple choice) (All of these quizzes combined are worth 10% of final course grade) [Total 100 points]

**Psychological Journal Assignments/Work** (All of these assignments/this work is worth 10% of final course grade) [Total 100 points]

**In-Class Learning Participation--Class Discussion/Small Group Work/Minor Writing Assignments/Readings Assignment Quizzes** (20% of final course grade) [Total 200 points]

**4 Major Writing Assignments** (100-200 points each; Combined Major Writing Assignments are worth 60% of final course grade) [Total 600 points]

**Term Paper/Essay** (Approved Topic Selection, Thesis Statement, Outline, Rough Draft, Peer Review, Final Draft-worth 10% of final course grade) [100 points]

**Literature Review** (Approved Topic Selection, Rough Draft, Peer Review, Final Draft-worth 20% of final course grade) [200 points]

**Grant Finding/Writing** (Approved Topic Selection, Thesis Statement, Outline, Rough Draft, Peer Review, Final Draft-worth 10% of final course grade) [100 points]

**Research Report** (Approved Topic Selection, Rough Drafts, Peer Review, Final Drafts-worth 20% of final course grade) [200 points]

***Total Possible Points for Entire Course: 1000 points***

### Grading Criteria Rubric and Conversion

**Individual APA Format/Plagiarism Quizzes, Class/Small Group Discussion Participation, In-Class Writing and Reading Assignment Quizzes, Major Writing Assignments, Peer Reviewing = Final Course Grade**

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)

B = 80-89.99% (800-899.99 points) (Good Course Scholarship)

C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)

D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)

F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

***I do not round grades up to the next grade at the end of the semester. Any requests for “bumping up” grades will not be given a reply.***

### Posting of Grades:

*Quiz Grades for Canvas posted quizzes will usually post immediately upon submission on the Canvas Grade Book. You should monitor your grading status through this tool.*

*Paper Grades will post 72 hours after the due date has passed, or before that time when possible.*

*Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.*

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [ <https://tamuct.instructure.com> ].

**Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

**Password:** Your MyCT password

### **Technology Support.**

**For log-in problems, students should contact Help Desk Central.**

- 24 hours a day, 7 days a week
- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

***Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.***

### **Instructor’s Personal Statement**

*It is very important for all psychology majors to learn and refine their APA writing knowledge and skills. That will enable them to better understand their textbook and other readings in their psychology courses, to increase in their critical thinking skills, to increase in psychological course classroom discussion effectiveness, to learn and refine their information research skills, and to write higher quality papers for those courses. This of course also means better course grades.*

*Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to understanding and APA writing of term papers, research reports, grant proposals, etc.*

**Note:** *The learning model for this course is: (1) Coming to class prepared (preparatory readings, exercises, assignments, quizzes completed on time before class); (2) In-Class participation (writing, critiquing/peer-feedback, discussion participation); (3) Teaching pre-assigned topics to small group and/or whole class.*

*As your instructor and learning facilitator, I will provide information and feedback in ways that I have found to be effective for internalization and life application. I expect every class member to be respectful of all others in class. Always be kind and sensitive while presenting your peer-feedback and in all classroom discussions.*

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

### Drop Policy:

If you discover that you need to drop this course, you must contact or go to the Registrar's Office and complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf]. Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, **FOLLOW-UP** with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If

you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Tutoring:**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center:**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

The UWC has an orientation video. Here is the link:

[http://www.kaltura.com/index.php/extwidget/preview/partner\\_id/730522/uiconf\\_id/36520062/entry\\_id/1\\_aiwuuuhi/embed/auto?&flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/730522/uiconf_id/36520062/entry_id/1_aiwuuuhi/embed/auto?&flashvars[streamerType]=auto)

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library:**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus.



Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **The Course Operation and Being a Disciplined Learner**

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded weekly assignments are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

### **Dr. Nowell does not want to accept late assignments.**

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates found on the Course Schedule for each specific assignment. All weekly graded assignments are

due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of our Canvas homepage or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

### Class Discussion Participation and Class Attendance

Regular classroom attendance, active small-group and class discussion participation (asking questions and providing answers), in-class-writing and reading assignment quizzes, and peer-writing-feedback is required. A class member may receive an F in the course when his/her lack of attendance/active discussion participation prohibits him/her from meeting the course objectives, or when a class member accumulates excessive absences that prevent his or her active discussion participation, as well as completing and submitting assignments by the listed due dates. For every 100 points that a student misses in this course, the student's final grade will drop one letter. In addition to active classroom activity and discussion, **class members should not go more than 2-3 days without logging on to our course at Canvas to check for new announcements, reminders, and/or assignments.**

The following schedule is subject to change at the instructor's discretion, to facilitate class members' learning needs/pace. You will be notified of any grade affecting changes prior to the changes.

### COURSE SCHEDULE

**Some weekly graded assignments are due by Sunday, 11:59 p.m.**

**Most weekly graded assignments are due in a Canvas dropbox and in class by class time (9:30 a.m.) Mondays and/or Wednesdays.**

MODULE DATES	DISCUSS./ASSIGN./ACTIV.	READINGS/GRADED ASSIGNMENTS
Week 1 28 August—3 September	Course Introduction In-Class/Homework Writing Peer Reviewing	1. Read C 5 (Writing for Psychology--WFP) 2. Read Chapters 1-9 (CTR E-Book) 3. CT Rough Draft--Due <b>Wednesday</b> (pre-class)
Week 2 4-10 September	Psychological Journal Discussions/Assignments	1. Study Chapters 1-2 (APA Pub. Manual) 2. CT paper final draft--Due by class <b>Wednesday</b> 3. 6 Abstracts--Due in class <b>Wednesday</b>
Week 3 11-17 September	Psychological Journal Discussions/Assignments	1. Study Chapters 3-4 (APA Pub. Manual) 2. 6 Journal Articles—Due in class <b>Monday</b> 3. Journal Summary RD—Due in class <b>Monday</b> 4. Journal Summary FD--Due <b>Sunday</b>
Week 4 18-24 September	Term Papers/Essays Discussions/Assignments	1. Study Chapters 5-6 (APA Pub. Manual) 2. Read C 1-2 (WFP)--Due by class, <b>Monday</b> 3. Term Paper Thesis/Out-- in DB/class <b>Monday</b> 4. Term Paper RD--Due in DB/class <b>Wednesday</b>
Week 5 25 September--1 October	Term Papers/Essays Discussions/Assignments	1. Study Chapters 7-8 (APA Pub. Manual) 2. Term Paper FD--Due in DB/class <b>Monday</b> 3. Long APA Quiz 1 --Due <b>Sunday</b>
Week 6 2-8 October	Literature Review Discussions/Assignments	1. 3 Lit. Review Articles--Due in class <b>Monday</b> 2. Read C 4 (WFP)--Due by class <b>Monday</b> 3. Long APA Quiz 2--Due <b>Sunday</b>
Week 7 9-15 October	Literature Review Discussions/Assignments	1. Read C 5 (WFP)--Due by class <b>Monday</b> 2. Lit. Review T/O—Due in DB/class <b>Monday</b> 3. Long APA Quiz 3 --Due <b>Sunday</b>



<b>Week 8</b> <b>16-22 October</b>	<b>Literature Review</b> <b>Discussions/Assignments</b>	1. Read C 6 (WFP)--Due by class <b>Monday</b> 2. Lit. Review RD--Due in DB/class <b>Monday</b> 3. Long APA Quiz 4 --Due 12 March <b>Sunday</b>
<b>Week 9</b> <b>23-29 October</b>	<b>Literature Review</b> <b>Discussions/Assignments</b>	1. Read C 7 (WFP)--Due by class <b>Monday</b> 2. Lit. Review FD--Due in DB/class <b>Monday</b> 3. Long APA Quiz 5--Due 26 March <b>Sunday</b> 4. Find 3 Small-Medium Grant Sources
<b>Week 10</b> <b>30 October-5 November</b>	<b>Psychology Grant</b> <b>Finding/Writing</b> <b>Discussions/Assignments</b>	1. Find how/why to write Psy. Grant Proposal 2. Grant Proposal (Out.)--Due DB/class <b>Wed.</b> 3. Long APA Quiz 6--Due 2 April <b>Sunday</b>
<b>Week 11</b> <b>6-12 November</b>	<b>Psychology Grant</b> <b>Finding/Writing</b> <b>Discussions/Assignments</b>	1. Grant Proposal (RD)--Due DB/class <b>Monday</b> 2. Grant Proposal (FD)--Due DB/class <b>Monday</b> 3. Long APA Quiz 7--Due 9 April <b>Sunday</b> 4. Find and read 3 Experiment Research Rpts
<b>Week 12</b> <b>13-19 November</b>	<b>Experiment Research Report</b> <b>Discussions/Assignments</b>	1. Read C 3 (WFP)--Due by class <b>Monday</b> 2. Select Experiment Research Rpt Topic <b>Monday</b> 3. Research Rpt (Title Pa/Out.)--DB/class <b>Monday</b> 4. Long APA Quiz 8--Due 16 April <b>Sunday</b>
<b>Week 13</b> <b>20-26 November</b>	<b>Experiment Research Report</b> <b>Discussions/Assignments</b>	1. Research Rpt. Intro (RD)-- DB/class <b>Monday</b> 2. Research Rpt. Intro (FD)---Due <b>Wednesday</b>
<b>Week 14</b> <b>27 November-3 Dec.</b>	<b>Experiment Research Report</b> <b>Discussions/Assignments</b>	1. Res. Rpt. Method (RD)---DB/class <b>Monday</b> 2. Res. Rpt. Method (FD)---DB/class <b>Monday</b>
<b>Week 15</b> <b>4-10 December</b>	<b>Experiment Research Report</b> <b>Discussions/Assignments</b>	1. Res. Rpt. Results (RD)--Due DB/class <b>Monday</b> 2. Res. Rpt. Results (FD)--Due DB/class <b>Wed.</b>
<b>Week 16</b> <b>11-13 December</b>	<b>Experiment Research Report</b> <b>Discussions/Assignments</b>	1. Res. Rpt. Discussion (RD)-- DB/class <b>Monday</b> 2. Res. Rpt. Abstract (RD)---DB/class <b>Monday</b> 3. Res. Rpt. Discussion (FD)--DB/class <b>Wednesday</b> 4. Res. Rpt. Abstract (FD)---DB/class <b>Wednesday</b>

**Dr Nowell does not want to accept late assignments.**

### **Important Fall Semester 2017 Dates & Deadlines**

**August 28, Add/Drop/Late Registration begins**

**August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes**

**September 1, Priority Deadline to Submit Graduation Application**

**September 4, Labor Day, CAMPUS CLOSED**

**September 5, Last day to drop 1st 8-week classes with no record**

**September 13, Last day to drop 16-week classes with no record**

**September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W**

**October 6, Deadline to submit graduation**

**October 20, Last day to withdraw from the University (1st 8-week classes WF)**

**October 23, Add/Drop/Late Registration begins, 2nd 8-week classes**

**October 26, Add/Drop/Late Registration ends, 2nd 8-week classes**

**October 30, Last day to drop 2nd 8-week classes with no record**

**November 10, Veteran's Day**

**November 10, Last day to drop with a Q or withdraw with a W (16-week classes)**

**November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W**

**November 23-24, Thanksgiving, CAMPUS CLOSED**

**December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)**

**December 15, Last day to file for Degree Conferral (Registrar's Office)**

**December 15, Commencement (End of Fall Term)**

**December 25-January 1, WINTER BREAK**

### **How to find Peer Reviewed Articles**

Psychological journal articles are the best source of Subject Matter Expert (SME) information to use to support what you write in your Reaction Journal Assignments. If you choose to include that sort of SME information in your RJ Assignments, be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use the following guideline to retrieve peer-reviewed articles from the online library at TAMU-CT.

1. **University Library Online:** Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. The next step may ask you to login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 1, you may type in: Premarital Sex
6. It is VERY IMPORTANT that before you hit search that you check the box that says: **Peer Reviewed** AND the box that says: **Full Text** under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.
9. Please keep a copy of the article on your desktop or at least know how to retrieve it again should I ask you to provide the article to me through e-mail when I begin grading.
10. Cite the article in your reference list as you compose your discussion using APA formatting. If you don't already know APA formatting, view the information found to the left in this link about **in-text citations** (within the body of your discussion) and **Reference List: Articles in Periodicals:**  
<https://owl.english.purdue.edu/owl/resource/560/01/>

### **Rubric for your some of your Writing Assignments**

The following criteria will be considered in evaluating some parts or all parts of your **Writing Assignments**.

1. Accuracy: Are your statements, facts, or ideas correct?
2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself. Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.
3. Depth: Are **each** of the issues and implications thought out and explored?
4. Originality: What is your thesis (the main point or points of your writing)? When your own views are present, are they well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/persons exact words, put them in quotations and cite the page number or paragraph number from your source material. Remember that you need to express your own opinion(s).  
**Quoted material must not exceed 5%-10% of the body of the written assignment.**

5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.
6. References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.
7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.
8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.
9. APA Style: Follow the formatting rules of the American Psychological Association for your writing. Use your APA publication manual. You may also want to visit the APA or any other appropriate website for additional formatting information.
10. I have also posted two additional potentially useful handouts in our course Handouts folder. (Whole Person Diagram, Seven Whole-Person Attributes) These are optional to use for guidance for your research and writing.

**This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting changes prior to implementation of changes.**

**Research Experience Requirement (Pass/Fail):** Students in selected psychology courses (i.e., PSY 307, PSY 309, PSY 330, PSY 412, PSY 420) are required to engage in research experience activities as part of the coursework. The research experience activity includes either participating in research studies directly related to psychology (i.e., projects sponsored by the Psychology & Counseling Department faculty) or reading and writing summaries of peer-reviewed, empirical research articles in psychology related to each course (or a combination of both).

**Sign Up:** To receive credit for a research experience activity, students must sign up to participate in a research study or write a research summary through the Psychology and Counseling Research Sign-Up System hosted by SONA.

Students will receive an email from the research administrator with their username and password for logging into the sign-up system. When students receive this email, they should follow the link to <https://tamuct.sona-systems.com> and request an account using their TAMUCT email account. Students must verify their account requests before being granted access to the system. Once the account is verified, students will be able to sign-up

for research experience activities (for additional information see [https://www.youtube.com/watch?v=\\_1OnT2ZU6QQ](https://www.youtube.com/watch?v=_1OnT2ZU6QQ)).

If a student must cancel a scheduled appointment, s/he may do so via the “My Schedule/Credits” tab in the sign-up system. If the cancel option does not appear next to the study information, it is too late to cancel participation via the sign-up system, so students must contact the researcher directly via email. Students must include their identity code in all correspondence with researchers. Students should be advised that late cancellation of an appointment may be counted as a no show. Researchers reserve the right not to accept late cancellations when sufficient time is not available to reschedule the cancelled slot. Students who accrue three (3) no-shows for research participation will be blocked from participating in research studies and must read and summarize peer-reviewed, empirical research articles to earn the remaining research experience credits.

**Credits:** Students are required to complete 3 research credits in this course. Credit is allotted as follows and is determined by the researcher (not the course instructor) based on estimated participation time:

- 1 credit for each hour (60 minutes) of research participation (in-person or online)
- ½ credit for each ½ hour (30 minutes) of research participation (in-person or online)
- 1 credit for each summary of a peer-reviewed, empirical research article (NOTE: Research articles summarized for a course assignment **cannot** be counted towards the research experience requirement.)

Any student who has not earned the required number credits **prior** to the opening of the final exam period for the course will receive an Incomplete (I) for the course. If the incomplete is not made up by the end of the following semester, it will automatically convert to an F. Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards the next time they take the course.

### Research Article Summary Rubric

#### Introductory Paragraph of Article Summary

Thesis statement for research article summary explains the purpose of the research

0 = none present, or thesis statement does not explain purpose of research summarized

1 = thesis statement explains the purpose of the research without referring to the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary

Explanation of the variables in the research [i.e., independent variable (IV) being manipulated and dependent variable (DV) being measured]

0 = none present, or variables are not correctly identified

3 = at least one variable is accurately identified and explained

5 = all variables (independent and dependent) are correctly identified and explained

#### Statement of Research Questions/Hypotheses

0 = no description of research questions/hypotheses addressed in the summary

1 = description of research questions/hypotheses addressed in the summary

#### Summary of Introduction

0 = no description of background research is addressed in the summary

3 = description of background research includes some relevant information to justify study but omits important information

5 = description of background research includes necessary information to justify study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

#### Summary of Method

Description of participants

0 = no description of research participants

1 = description of participants omits relevant characteristics (e.g., *n*, age, experience)

2 = description of participants includes all relevant characteristics

#### Description of procedure

0 = no description of procedure or research design

1 = description of procedure omits relevant characteristics (e.g., missing measure or step)

2 = description of procedure includes all relevant characteristics

#### Description of assessments

0 = no description of assessments or how data was recorded to use for analysis

1 = description of assessments omits relevant characteristics (e.g., how scale mean was computed)

2 = description of assessments includes all relevant characteristics

#### Summary of Results

##### Description of how the data were used to test hypotheses

0 = no description of analyses, or names of statistical tests replace description of analyses

3 = description of analyses includes some relevant information but omits relevant characteristics (e.g., tests of group means are not related to study manipulations/groups)

5 = description of analyses includes all relevant information

##### Explanation of how the observed data relates to the research questions/hypotheses

0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes

3 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)

5 = description of observed outcomes includes all relevant information

#### Summary of Discussion

##### Explanation of conclusions

0 = no description of conclusions/generalizations of research

3 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims

5 = description of conclusions includes all relevant information

##### Limitations of study

0 = no description of limitations regarding research design or generalizability

3 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)

5 = description of limitations includes all relevant information

#### Independent Critical Analysis of Research

0 = no independent suggestions, or description restates author(s)' analysis

3 = novel description of study flaws or design improvements are present but are simplistic (e.g., suggests replication on a different sample) but suggestions do not address a documented gap in knowledge

5 = novel suggestions extend beyond the author(s)' analysis and contribute to increasing knowledge in the area (e.g., identification of flaws, suggestions for improvement that are linked to theory)

#### Independent Synthesis of Research with Existing Literature

0 = no integration, or summary is not correctly placed in broader context of the field

3 = novel suggestions link the summary to the broader research context in the field but are not fully described

5 = novel suggestions extend beyond the author(s)' integration and contribute to improving knowledge in the area

#### Reference

0 = none present or does not conform to APA style

1 = citation is present but includes minor errors in APA style

2 = citation is present and includes all information in proper APA style