

PSYC 4435-120 PRINCIPLES OF RESEARCH FOR THE BEHAVIORAL SCIENCES (CRN 10090)

Spring 2019

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is 100% online and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com]. The course is offered in the spring 2019 16-week semester, and the course date range spans January 14 through May 10, 2019 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:

Dr. Andria Schwegler

Office:

WebEx, linked on left menu bar in the course

Phone:

VoIP via WebEx; schedule an appointment to receive connection information

Email:

Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, [contact the professor via TAMUCT email](mailto:schwegler@tamuct.edu) (schwegler@tamuct.edu).

Office Hours:

The professor is available to meet with students via WebEx by appointment. Students should email the professor to schedule a time. Appointment times are very flexible, and frequent interaction with the instructor is highly encouraged.

Student-Instructor Interaction:

The professor will logon to the course in Canvas every week day (Monday through Friday) and will reply to email within two business days.

If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, a classmate may be able to reply to questions faster than the professor, and all students will have access to the information.

Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc.

The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments.

Students can message the professor to schedule an appointment to talk via video-teleconference when needed.

911 Cellular:

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.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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:

(WI) Study various research designs used in the behavioral sciences. Laboratory experiences will be required to acquaint the student with experimental procedures. Instruction will also be provided in writing research reports according to the APA manuscript style and SPSS statistical applications. Prerequisite(s): PSYC 3309 or ENGL 3309 and PSYC 3330 or equivalent.

Writing Intensive Course Designation:

This course is designated as Writing Intensive (WI), and successful completion fulfills one of the two [required upper-level institutional writing intensive courses](http://catalog.tamuct.edu/undergraduate-information/requirements-bachelors-degree/) within the Psychology major for a Baccalaureate Degree (http://catalog.tamuct.edu/undergraduate-information/requirements-bachelors-degree/). As a Writing Intensive course, a significant portion of the course grade is based on writing assignments. Many of these assignments will require that students submit multiple drafts of their work and revise it based on instructor feedback. Students will demonstrate their ability to present scientific and theoretical concepts in clear, precise language on the following assignments: Application Discussions, Research Project Topic, Project Article Review, Project Title Page & Introduction, Project Method & References, Project Abstract & Discussion, Project Analysis & Results, Project Final Version, Project Poster Presentation.

Student Learning Outcomes:

1. *Demonstrate factual knowledge of basic research methodology.* Students will define key terms and answer questions regarding concepts pertaining to research methodology including scientific method, theory, hypotheses, operational definitions, independent and dependent variables, research ethics, sampling, validity, reliability, confounds,

between-subjects and within-subjects designs, and counterbalancing. Students will demonstrate their ability to define key terms and answer questions on Module Quizzes and the Final Exam.

2. *Apply course material to improve thinking, problem solving, and decision making.* Students will apply course material to improve decision making by writing Application Discussions each week and replying to classmates. Students will use the materials and information gained from class to write a complete research manuscript of an original study in APA style.
3. *Demonstrate specific skills, competencies, and points of view needed by professionals in the field.* As future professionals with a Psychology or related degree, students will need to know how to protect human subjects when conducting research with human research participants, how to use statistical computing software to perform statistical analyses, and how to write research reports in the style adopted by this field. Therefore, students will demonstrate their ability to 1) protect human subjects by creating an IRB Protocol Form that is reviewed by the IRB, 2) perform statistical analyses in SPSS by producing and labeling SPSS output, and 3) write using appropriate APA style when writing the research project manuscript.
4. *Demonstrate skill in expressing myself in writing.* Consistent with its Writing Intensive designation, students will demonstrate their skills in expressing themselves by writing weekly discussion posts and replies, a research article review, and a complete APA style manuscript of an original study. In addition, students will communicate their research ideas to others by creating a professional, conference-style presentation of their research proposals.
5. *Find and use resources for answering questions or solving problems.* Students will use the TAMUCT library including psychological databases to collect research articles for their Research Projects. Students will use computer applications for conducting and creating research materials. Students will demonstrate their ability to find and use resources by writing reviews of articles retrieved from the library website and creating surveys in Qualtrics, tables and figures in Word, data analysis in SPSS, presentations in PowerPoint, and paper reviews using plagiarism detection software.

Required Reading and Textbook(s):

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

Collaborative Institutional Training Initiative (2017). Human Subjects Research. [Training to Protect Human Subjects](https://www.citiprogram.org/) (https://www.citiprogram.org/). Additional information regarding the training is provided in class.

Gravetter, F. J., & Forzano, L. B. (2018). *Research methods for the behavioral sciences*. (6th ed.). Belmont, CA: Cengage. (ISBN-13: 9781337755016)

Gravetter, F. J., Wallnau, L. B., Forzano, L. B. (2018). *Essentials of statistics for the behavioral sciences* (9th ed.) Belmont, CA: Wadsworth **OR** comparable textbook from PSYC 3330

Green, S. B., & Salkind, N. J. (2017). *Using SPSS for Windows and Macintosh: Analyzing and Understanding the Data* (8th ed). Boston: Pearson. (ISBN: 978-0-13-431988-9)

Required Electronic Resource:

IBM Statistical Package for the Social Sciences (SPSS) Standard GradPack v. 24. (**Select the STANDARD GradPack, not the BASE GradPack.**) This computing software is widely used to compute statistical analyses and is available for students to use on University computers free of charge. If students live far from the University or do not want to use the computer lab resources, students can [rent a subscription to SPSS](#) for their personal computers at home. Students can purchase a 6-month or 12-month lease for the program via one of many online vendors. See the IBM website for a description of the product and a list of vendors (<http://www-03.ibm.com/software/products/en/spss-stats-gradpack>).

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

COURSE REQUIREMENTS

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not be credited.** Students who are excused from coursework due to medical issues or military training must provide a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the [American Psychological Association](http://www.apastyle.org) at www.apastyle.org

Five assignments are pass/fail assignments and are required elements of the Institutional Review Board (IRB) process for conducting research with human subjects. These assignments are not graded, but students cannot complete the course without successfully completing these assignments:

- 1) Submission of research project scales/measurements and participant recruitment plans.
- 2) Successful completion of CITI Training with submission of the Certificate to the professor.
- 3) Submission of an accurate, complete IRB Protocol Form with Appendices that are ultimately approved by the IRB.

- 4) Submission of a working link to the complete and revised research project in Qualtrics.
- 5) Submission of an IRB Completion Report.

Class Grades: (50% of Overall Course Grade)

Application Discussions and Replies (15% of Overall Course Grade) (15 discussions and replies worth 5 points each). Students are expected to participate every week in all class discussions. These discussions are intended to foster a critical evaluation of course concepts. Students must actively and fully participate in the week's lesson to receive full participation points by contributing an original discussion (250 word minimum with substantive discussion of course content) and replying to at least one other student (150 word minimum with substantive discussion of course content, not merely personal opinions). Students' initial posts are due on Thursday's by 11:59pm Central. Students' replies to peer's posts are due on Monday's by 8:00am Central. Posts and replies will be graded according to the following standards each week:

Course Construct Identified

0 = none present

1 = construct stated but not defined

2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related

3 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Post and Reply Writing Standards (spelling, grammar, punctuation, organization)

0 = no post; several writing and usage errors distract the reader

1 = no errors or very few errors; errors do not interfere with comprehension or distract the reader

Reply Content

0 = no reply; reply merely states agreement with post content or indicates "good job;" reply merely restates content of the original post but adds no new information

1 = reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion

SPSS Assignments (14% of Overall Course Grade) (7 analyses worth 10 points each).

Each week students will perform analyses using SPSS software and will submit 7 assignments through the course of the semester. The initial assignments for SPSS (Units 1 through 4) are intended to allow students to gain familiarity with the program. After these assignments, students will begin to submit graded assignments. To meet the goals of this assignment, it is not sufficient that students are able to generate SPSS output. Students who submit SPSS output that is not labeled as specified in each assignment will not receive credit for their submissions. Labels to include on all SPSS output are explicitly stated in each assignment and vary depending on the type of analysis conducted. Points awarded for each label are stated on each assignment.

Module Quizzes (15% of Overall Course Grade) (15 quizzes worth 5 points each).

Quizzes covering content from the assigned chapters in the G&F and APA texts will be given at regular intervals during the semester (see Course Calendar for dates and chapters). Quizzes will consist of questions in multiple-choice format, and questions will be drawn from textbook readings, PowerPoint information, and class activities and projects. These exams are timed and must be completed independently in the same session they are begun. Students may not seek assistance from other students on quizzes. Direct all questions to the professor.

Comprehensive Final Exam (6% of Overall Course Grade) (1 test worth 30 points).

A comprehensive, multiple choice final examination will be given during final exam week to comprehensively test overall breadth of understanding of course material. The exam must be completed independently. Direct all questions to the professor of the course.

Lab Grades: (50% of Overall Course Grade)

Writing Assignments (50% of Overall Course Grade) (multiple, iterative assignments).

A brief title description of all writing assignments appears in the Grading Criteria Rubric and Conversion table below. Full instructions will be given for each assignment as the semester progresses, but students are encouraged to ask any question at any time about any project. Grading rubrics for every writing assignment, which further describe each assignment, will be provided in class. All writing assignments must be submitted for plagiarism review and edited by the student prior to submission of the work for grading. Students must examine their Originality Reports and remove any content that is identical to another work. **Students are not allowed to quote or use close paraphrases for any writing assignment in this course.** If students have content that is identical (or highly similar) to another work, students will not be credited for the assignment.

Grading Criteria Rubric and Conversion

Table 1 Assignments and Point Values

<u>Assignment</u>	<u>Number Due</u>	<u>Points Each</u>	<u>Points Total</u>	<u>Percentage</u>
Concept Application Discussion	15	5	75	15.0
SPSS Assignments	7	10	70	14.0
Module Quizzes	15	5	75	15.0
Comprehensive Final Exam	1	30	30	6.0
Project Topic Reflection	1	5	5	1.0
Project Article Summary 1	1	10	10	2.0
Project Article Summary 2 & 3	1	10	10	2.0
Project Title Page & Introduction	1	40	40	8.0
Project Method & References	1	30	30	6.0
Project Data/Analysis Reflection	1	5	5	1.0
Project Abstract & Discussion	1	25	25	5.0
Project Analysis & Results	1	35	35	7.0
Project Table or Figure	1	20	20	4.0
Project Final Version	1	40	40	8.0
Project Poster Presentation	1	20	20	4.0
Poster Peer Review	5	1	5	1.0
Project Final Reflection	5	1	<u>5</u>	<u>1.0</u>
			500	100%

Posting of Grades

Grading Scale:

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material (i.e., Concept Application Discussions, SPSS Assignments, and Quizzes) and by demonstrating their grasp of subject-matter content on written assignments and the comprehensive final exam. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Table 2 Grades

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Grade Posting:

All students' grades will be posted in the Canvas Grade Center after the assignment due date

has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

COURSE OUTLINE AND CALENDAR

Table 3 Course Outline and Calendar

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
January 10 (12:30pm) through January 14 (12:30am)	Getting Started (Complete before the semester begins.)	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Introduce self in discussion forum	All assignments are due by 8:00am on Mondays except initial Application Discussions, which are due by 11:59pm on Thursdays.
January 14 (12:30am) through January 21 (8:00am)	1: CLASS Introduction and the Scientific Method	Review Research Project Instructions Read G&F Chapter 1 Read/Work G&S SPSS Unit 1 (Lessons 1 through 4) Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
January 14 (12:30am) through January 21 (8:00am)	1: LAB Reviewing Manuscripts	Review G&F Appendix D Read APA Ch. 2 - Manuscripts Identify Research Project Topics	Project Topic Reflection
January 18 (12:30am) through January 28 (8:00am)	2: CLASS Research Ideas	Read G&F Chapter 2 Read/Work G&S SPSS Unit 2 (Lessons 5 through 7) Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
January 18 (12:30am) through January 28 (8:00am)	2: LAB Identifying a Research Project	Read APA Ch. 1- Writing for ..Science Write Article Review	Article Summary 1
January 25 (12:30am) through February 4 (8:00am)	3: CLASS Variable Measurement	Read G&F Chapter 3 Read/Work G&S SPSS Unit 2 (Lessons 8 through 11) Write Application Discussion Take Module Quiz	Application Discussion (Including Web Information Literacy Reports) Module Quiz

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
January 25 (12:30am) through February 4 (8:00am)	3: LAB Measuring Variables	Identify Project Measurements Read APA Ch. 3- Writing Revise Article Review	Project Measurements
February 1 (12:30am) through February 11 (8:00am)	4: CLASS Research Ethics	Read G&F Chapter 4 Read/Work G&S SPSS Unit 3 (Lessons 12 through 15) Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
February 1 (12:30am) through February 11 (8:00am)	4: LAB Protecting Human Subjects	Review Plagiarism Slides Review TAMUCT Honor Code Complete CITI Training	CITI Training Certificate
February 8 (12:30am) through February 18 (8:00am)	5: CLASS Research Participants	Read G&F Chapter 5 Read/Work G&S SPSS Unit 5 (Lessons 19 through 21) Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
February 8 (12:30am) through February 18 (8:00am)	5: LAB Engaging in the IRB Process	Read APA Ch. 4 – Mechanics Review TAMU-CT IRB materials Complete IRB Protocol Form	IRB Protocol Form
February 15 (12:30am) through February 25 (8:00am)	6: CLASS Research Strategies and Validity	Read G&F Chapter 6 Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
February 15 (12:30am) through February 25 (8:00am)	6: LAB Creating Online Survey Research	Revise IRB Protocol Form Create Qualtrics Survey	Revised IRB Protocol Form Qualtrics Survey Link

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
February 22 (12:30am) through March 4 (8:00am)	7: CLASS Descriptive Research	Read G&F Chapter 13 Read/Work G&S SPSS 22 Write Application Discussion Take Module Quiz	SPSS One-Sample <i>t</i> Test Application Discussion Module Quiz
February 22 (12:30am) through March 4 (8:00am)	7: LAB Writing an APA Style Research Report	Await IRB Review Revise Qualtrics Survey Read G&F Chapter 16 Write Integrated Summary	Integrated Article Summary 2 & 3 Revised Survey Link
March 1 (12:30am) through March 11 (8:00am)	8: CLASS Correlational Research	Read G&F Chapter 12 Read/Work G&S SPSS Lessons 31 Write Application Discussion Take Module Quiz	SPSS Correlation Application Discussion Module Quiz
March 1 (12:30am) through March 11 (8:00am)	8: LAB Writing an APA Style Research Report (Introduction)	Await IRB Review Read APA Chapter 6 – Citing Write Project Introduction	Title Page & Introduction
March 11 through March 15		SPRING BREAK	
March 15 (12:30am) though March 25 (8:00am)	9: CLASS Experimental Research	Read G&F Chapter 7 Read/Work G&S SPSS Lessons 24 Write Application Discussion Take Module Quiz	SPSS Independent <i>t</i> Test Application Discussion Module Quiz
March 15 (12:30am) though March 25 (8:00am)	9: LAB Writing an APA Style Research Report (Method & References)	Await IRB Review Read APA Ch. 7 – Reference Example Write Project Method & References Revise Introduction after Feedback	Collect Data IF approved Method & References

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
March 22 (12:30am) through April 1 (8:00am)	10: CLASS Between- Subjects Designs	Read G&F Chapter 8 Read/Work G&S SPSS Lessons 25 Write Application Discussion Take Module Quiz	SPSS One Way ANOVA Application Discussion Module Quiz
March 22 (12:30am) through April 1 (8:00am)	10: LAB Collecting Data	Collect Data for Project	Collect Data
March 29 (12:30am) through April 8 (8:00am)	11: CLASS Within-Subjects Designs	Read G&F Chapter 9 Read/Work G&S SPSS Lessons 23 and 29 Write Application Discussion Take Module Quiz	SPSS Paired Samples <i>t</i> Test & SPSS Repeated Measures ANOVA Application Discussion Module Quiz
March 29 (12:30am) through April 8 (8:00am)	11: LAB Collecting Data	Collect Data for Project	Collect Data
April 5 (12:30am) through April 15 (8:00am)	12: CLASS Statistical Analysis	Read G&F Chapter 15 Analyze Data for Project Write Project Results Section Write Application Discussion Take Module Quiz	SPSS Project Analysis Project Results Application Discussion Module Quiz
April 5 (12:30am) through April 15 (8:00am)	12: LAB Writing an APA Style Report (Results, Tables & Figures)	Read APA Ch. 5 – Displaying Results Complete Project Table or Figure	Table or Figure
April 12 (12:30am) through April 22 (8:00am)	13: CLASS Nonexperimental and Quasi- Experimental Designs	Read G&F Chapter 10 Write Application Discussion Take Module Quiz	Application Discussion Module Quiz

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
April 12 (12:30am) through April 22 (8:00am)	13: LAB Writing an APA Style Report (Discussion & Abstract)	Write Project Abstract & Discussion	Abstract & Discussion
April 19 (12:30am) through April 29 (8:00am)	14: CLASS Factorial Designs	Read G&F Chapter 11 Read/Work G&S SPSS Lesson 26 Write Application Discussion Take Module Quiz	SPSS Two-Factor ANOVA Application Discussion Module Quiz
April 19 (12:30am) through April 29 (8:00am)	14: LAB Publishing Research	Read APA Ch. 8 – Publication Process Complete Final Project Manuscript	Final Revised Project with Appendices
April 26 (8:00am) through May 6 (8:00am)	15: CLASS Single-Subject Designs	Read G&F Chapter 14 Write Application Discussion Take Module Quiz	Application Discussion Module Quiz
April 26 (8:00am) through May 6 (8:00am)	15: LAB Presenting Research	Create Poster Presentation	Poster Presentation
May 6 (8:00am) through May 10 (11:59pm)	16: CLASS Course Conclusion and Final Exam	Review Course Material Review Poster Presentations Complete Project Final Reflection Take Comprehensive Final Exam (Gravetter & Forzano Ch. 1-16) (APA Manual Ch. 1-8)	Poster Peer Review Project Final Reflection Final Exam
May 6 (8:00am) through May 10 (11:59pm)	16: LAB Concluding Research	Submit IRB Completion Report	IRB Completion Report

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet; log on to websites that require usernames and passwords; navigate tabs and links on web pages; open and send emails; create and send attachments; download, view, and create attachments including Microsoft Word documents and PowerPoint slideshows; open and view streaming video; input and save information entered into online questionnaires; create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx); copy, paste, and insert textboxes onto documents, and create folders on personal computers to organize and save completed work. Students will need reliable and frequent access to a computer and to the Internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log on to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:

Email: 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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must 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 cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, 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 penalty for absence. Should you miss the drop deadline or fail to follow the procedure, 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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. 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) web page
[https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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 [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](#) [<http://tamuct.libguides.com/index>].

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].

INSTRUCTOR POLICIES

Course Calendar:

Carefully examine the Course Calendar. Note that each Module will be available to students for 10 days with the exception of Module 1, which opens on the first day of the semester. Each Module (except Module 1) opens on a Friday at 12:30am CST, and Module assignments are due 10 days later on Monday morning by 8:00am CST. Students should have all assignments submitted for each Module well before the deadlines. **No assignments will be accepted for credit after the deadline without a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers (late work policy, make up policy).**

When planning study time, students should realize that the upcoming Module opens before the current Module closes, so a portion of the 10 days that each Module is available overlaps with another Module. Students should plan accordingly and realize they do not have 10 days to devote to each Module exclusively. However, a 10-day period of availability, instead of a one-week period, allows students greater flexibility to plan their coursework and still complete their assignments on time should an unexpected emergency arise.

Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

Recommended Academic Strategies:

1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. The goal of this class is to learn research methods, not to learn how to use a computer. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum* of **12 hours each week for the next 16 weeks to devote to this course.**
 - a. According to the federal definition of a credit hour and our [accreditation requirements](#), students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 4-credit hour class, students should be spending at least 12 hours on

coursework per week. Bear in mind that this guideline is for an average class. Many students find research methods to be a difficult course, so you may require *significantly more time* to grasp the concepts and complete the assignments.

- b. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 6 days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
 - c. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Extensions for coursework will not be granted. Find at least two ‘back-up’ computers with internet access if your primary computer “crashes” or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.
8. Be professional and use proper netiquette (i.e., internet etiquette).
 - a. Use standard English in all of your communications, and write all correspondence in complete sentences. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

Copyright Notice:

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.