

Texas A&M University Central Texas--Fall 2020
PSYC 4435-120/130 (Principles of Research for Behavioral Sciences)
Tuesdays & Thursdays (9:30 a.m.—11:15 a.m.) (WH-118)
Qualtrics Training-Work and Exams (HH-308)

INSTRUCTOR AND CONTACT INFORMATION

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

Office: TAMUCT Campus--Warrior Hall—Counseling & Psychology Department—318D

Email: Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom (Canvas Messages). To reach me outside of our online course classroom, please use our TAMUCT e-mail system (blnowell@tamuct.edu). I am currently text disabled (so e-mail instead).

Virtual Office Hours: Available by appointment, most days and times through Canvas WebEx (left menu link).

TAMUCT Campus Office Hours:

- Mondays & Wednesdays (2:30 p.m.--4:30 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (2:30 p.m.—4:30 p.m.) (If needed, early evening time, by appointment only)

Mode of instruction and course access: *This course is a face-2-face course, and it uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>) for assignments, grades, and supplemental course materials. 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 usually reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom (a Canvas Message) and do not hear back from me soon, then please e-mail me (blnowell@tamuct.edu). I have family and other important community responsibilities every Saturday and Sunday, and so I am most likely to be unavailable to answer e-mails on those days.

Required Course Progress Meeting

Around mid-semester, please arrange to meet with me in person (meeting times starting week 6 and ending at the end of week 8).

I am available to meet with you in my office (WH 318D) afternoons, any day of the week except Fridays, Saturdays, and Sundays. If necessary, I can also arrange to meet with you at various times of the early evening Monday-Thursday.

Refer to my office hours schedule to know exactly when meetings in my office most often can and cannot 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. There are 20 course points associated with this meeting.

Warrior Shield App (911 Cellular)

911 Cellular: This is our new Emergency Warning System for Texas A&M University – Central Texas. 911 Cellular 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.

- **Warrior Shield AP (for iPhone and iPad at Apple App Store):** The Warrior Shield safety application, developed by 911 Cellular, not only connects the user to the proper 9-1-1 center, but also provides the user's location through an internal positioning system or geographic locator. Once the application is opened, the user hits the "911" button and if they take no further action within three seconds the application summons help. The dispatcher can then forward the information including the user's location to first responders. In addition to connecting the user to 911, the app has several other features: iReports Safe Walk Friend Watch Personal Profile <https://apps.apple.com/us/developer/texas-a-m-university-central-texas-police-department/id1465791523>
- 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 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not

congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description: PSYC 4435-110 (Principles of Research for Behavioral Sciences)

Catalog course description: PSYC 4435. Principles of Research for Behavioral Sciences. 4 Semester Credit Hours. (WI) Study various research designs used in the behavioral sciences. Laboratory experiences will be required to acquaint the student with survey and 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.

Student Learning Outcomes During this course, class members will:

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 Chapter Quizzes and Exams.

2. Apply course materials and in class discussions to improve thinking, problem solving, and decision making. Students will apply course material to improve decision making by engaging in personally relevant in-class critical thinking discussions about scientific behavioral research each week. Class members will write an APA formatted research proposal to address an original research question. Class members will use the materials and information gained from this course to write a complete APA format research report manuscript of a research study which they design and conduct during this course. Class members will use concepts taught in class while writing two peer reviews of their classmates' research reports.

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 demonstrate their ability to perform statistical analyses in SPSS by producing and labeling SPSS output. Students will demonstrate their ability to write professional level psychological documents using appropriate APA style. In addition, class members will communicate their research ideas to others by creating a professional, conference-style poster presentation of their research proposal.

4. Demonstrate skill in effective professional writing. Consistent with this courses' Writing Intensive designation, class members will demonstrate their skills in expressing themselves by writing various summaries of research report articles, an APA style proposal of original research, a complete APA style research report of their originated research designed and conducted during this course, and peer review critiques of classmates' research reports.

5. Find resources and use provided resources for answering questions or solving problems. Class members will use the TAMUCT library website psychological databases to collect research articles for their research article summary papers, research proposals, and research reports. They will effectively learn how to specifically avoid all forms of plagiarism. They will use quality computer applications for conducting and creating research materials. Students will demonstrate their ability to find and use resources by writing reviews of psychological research articles retrieved from the library website; and creating tables in Word, figures in Excel, data analysis in SPSS, and poster/presentations in PowerPoint.

Textbook(s):

Required textbooks:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

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)

Gravetter, F. J. & Forzano, L. B. (2018). *Research methods for the behavioral sciences*. (6th ed.). Cengage, USA. (ISBN-13: 978-1-3377-5501-6)

Optional textbook:

Green, S. B., & Salkind, N. J. (2017). *Using SPSS for Windows and Macintosh: Books a la Carte* (8th ed.). Boston: Pearson. (ISBN: 9780134319889)

Optional Electronic Resource:

IBM Statistical Package for the Social Sciences (SPSS) Standard GradPack v. 23. 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:

<https://www.ibm.com/us-en/marketplace/spss-statistics-gradpack>

Please purchase or rent our course textbooks/resource as soon as possible. **You cannot pass this course without the textbooks.** Also, please do not use a previous or later edition of this textbook, because the textbook content changes with each edition. Our course exams are composed from the content in the 7th edition only.

For this course writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. This means that you will have many opportunities to work on improving your writing skills.

COURSE REQUIREMENTS

Course Learning and Evaluation Requirements:

Bolder (Researcher/Practitioner) Model Paper (2% of final course grade) [20 points]

CITI Research Ethics Certification (3% of final course grade) [30 points]

16 Textbook Chapter Quizzes (multiple choice) (5 points each; All textbook chapter quizzes combined are worth 8% of final course grade) [Total 80 points]

12 Definition Quizzes (5 points each; All definition quizzes combined are worth 6% of final course grade) [Total 60 points]

Class Active Class Discussion Participation/Peer Reviewing/PP Presentation/Qualtrics Lab Sessions/Etc. (10% of final course grade) [100 points]

Course Progress Meeting (2% of final course grade) [20 points]

4 Exams (multiple choice, essay) (50/100 points each; Combined Exams are Worth 25% of final course grade) [Total 250 points]

Exam 1. (50 points)

This multiple-choice exam will cover chapters 1 through 4 of the course textbook.

Exam 2. (50 points)

This multiple-choice exam will cover chapters 5 through 8 of the course textbook.

Exam 3. (50 points)

This multiple-choice exam will cover chapters 9 through 12 of the course textbook.

Exam 4. (100 points)

This essay exam will cover all chapters 1 - 16 of the course textbook.

Literature Review (your chosen research topic) (10% of final course grade) [100 points]

Qualtrics Survey Creation (10% of final course grade) [100 points]

SPSS Production—Survey Results Analysis (2% of final course grade) [20 points]

10 Psychological Research Report Journal Article Summaries (5% of final course grade) [50 points]

IRB Survey Research Protocol (Proposal) (5% of final course grade) [50 points]

Mock Experiment Research Report (Introduction Rough Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (Introduction Final Draft) (2% of final course grade) [20 points]

Mock Experiment Research Report (Method Rough Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (Method Final Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (Results Final Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (Discussion Rough Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (Discussion Final Draft) (1% of final course grade) [10 points]

Mock Experiment Research Report (All Parts) Final Draft (1% of final course grade) [10 points]

Poster/PowerPoint Presentation Slides (20% of final course grade) [20 points]

Poster/PowerPoint Presentation Evaluations (10% of final course grade) [10 points]

Total Possible Points for Entire Course: 1000 points

Grading Criteria Rubric and Conversion

Individual Exams, Quizzes, Class Discussion Participation, Reaction Journal Grades = 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).

Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

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:

Chapter Quiz Grades and Exam Grades will usually post immediately upon submission on the Canvas Grade Book. You should monitor your grading status through this tool.

Writing Assignment Grades and Definition Quiz 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

We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

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 important for any of us who are or who are preparing to be psychological professionals, to understand to some degree various fundamental aspects and practices of good/ethical scientific behavioral research. In varying ways scientific behavioral research examines complex parts of human life that are affected by many facets of our individual lives including our environment, physiology, behaviors, beliefs and thoughts, emotions/motivations/attitudes, relationships, unconscious programming/memory/habits, personality traits, spirituality, and learning preferences/styles.

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

Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to scientific behavioral research principles and practices as they are applied to real-life.

Note: During this course, class members may find their own ideas and beliefs about scientific behavioral research being challenged, or perhaps reinforced. It is pertinent that every class member remember that what is acceptable to one person, may be ignored, misunderstood, or rejected by another. Therefore, class members are expected to express their opinions and beliefs in a respectable and mature manner when participating in the class discussions.

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 others, regardless of varying opinions. We can all agree to disagree and to learn to appreciate diversity of thoughts and beliefs as a tool that allows us to gain a better understanding of the world around us. Always be kind and sensitive while presenting your observations, any personal experiences, your researched (SME) information, and your fact/data supported opinions on the class discussion topics.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty (Dr. Nowell) 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html>].

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].

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](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<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, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor 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 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) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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.

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 (Tuesdays and Thursdays before class time) found on the Course Schedule and at our course Canvas pages for each specific assignment. All weekly graded quizzes 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 are required. A class member may receive a significant grade reduction 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

**A few week 1 graded assignments and a week 3 assignment are due by Sunday, 11:59 p.m.
Some weekly graded assignments are due in a Canvas drop-box and in class by class time (9:30 a.m.)
Tuesdays.**

**Some weekly graded assignments are due in a Canvas drop-box and in class by class time (9:30 a.m.)
Thursdays.**

COURSE DATES	DISCUSS./ASSIGN./ACTIV.	READINGS/GRADED ASSIGNMENTS
<p>Week 1 24 August-30 August</p>	<p>Course Introduction In-Class/Def. Quizzes</p>	<ol style="list-style-type: none"> 1. Read Textbook C-1 & C-2 (By Class Thurs.) 2. C-1 & C-2 Quizzes--(By Class Thurs.) 3. C-1 & C-2 Def Quizzes--(In Class Thurs) 4. Read Textbook C-3 & C-4 (By Mid. Sunday) 5. C-3 & C-4 Quizzes--(By Mid. Sunday) 6. Begin Online CITI Ethics Training
<p>Week 2 31 August-6 September</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments</p>	<ol style="list-style-type: none"> 1. Read Textbook C-5 & C-6 (By Class Tues.) 2. C-5 & C-6 Quizzes--(By Class Tues.) 3. C-3 & C-4 Def Quizzes--(In Class Thurs.) 4. C-5 & C-6 Def Quizzes--(In Class Thurs.) 5. Finish Online CITI Ethics Training
<p>Week 3 7-13 September 7 September-Labor Day Campus Closed</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design Discussions</p>	<ol style="list-style-type: none"> 1. Exam-1 (Chapters 1, 2, 3, 4) Tuesday 2. Read Textbook C-7 & C-13 (pp. 323-333) (By Class Thurs.) 3. C-7 Quiz--(By Class Thurs.) 4. C-7 Def Quiz--(In Class Thurs.) 5. Small Group Exercise—Research Ideas 6. Bolder Model Paper (Researcher/Practitioner) --(By Mid. Sunday)
<p>Week 4 14-20 September</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design Discussions</p>	<ol style="list-style-type: none"> 1. Literature Review (By Class Tuesday) 1. Read Textbook C-8 (By Class Thurs.) 2. C-8 Quiz--(By Class Thurs.) 3. C-8 Def Quiz--(In Class Thurs.) 4. Small Group Exercise—Survey Design 5. Your Survey: 3 Quality Hypotheses & their Quality Operational Definitions (By Sunday)
<p>Week 5 21-27 September</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design Discussions</p>	<ol style="list-style-type: none"> 1. Exam-2 (Chapters 5, 6, 7, 8) Tuesday 2. Read Textbook C-9 (By Class Thurs) 3. C-9 Quiz--(By Class Thurs.) 4. C-9 Def Quiz--(In Class Thurs.) 5. Small Group Exercise— Survey Design
<p>Week 6 28 September-4 October</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> 1. Read Textbook C-10 (By Class Thurs.) 2. C-10 Quiz--(By Class Thurs.) 3. C-10 Def Quiz--(In Class Thurs.) 4. Qualtrics Survey Creation

<p>Week 7 5-11 October</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design Discussions</p>	<ol style="list-style-type: none"> 1. Qualtrics Survey (By Class Tuesday) 2. Read Textbook C-11 (By Class Thurs.) 3. C-11 Quiz--(By Class Thurs) 4. C-11 Def Quiz--(In Class Thurs) 5. 10 Psychological Experiment Research Reports (Journal Article Summaries)
<p>Week 8 12-18 October</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design Discussions</p>	<ol style="list-style-type: none"> 1. Read Textbook C-12 (By Class Thurs.) 2. C-12 Quiz--(By Class Thurs) 3. C-12 Def Quiz--(In Class Thurs) 4. IRB Survey Research Proposal
<p>Week 9 19-25 October</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. Exam-3 (Chapters 9, 10, 11, 12) Tuesday 2. Read Textbook C-13 & C-16 (Class Thurs) 3. C-13 Quiz--(By Class Thurs.) 4. C-13 Def Quiz--(In Class Thurs.) 5. IRB Survey Research Prop. (By Class Thurs)
<p>Week 10 26 October-1 November</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. MERR-Introduction-RD) (By Class Tues.) 2. MERR-Introduction-FD) (By Class Thurs.) 3. Read Textbook C-14 (By Class Thurs.) 4. C-14 Quiz--(By Class Thurs.) 5. C-14 Def Quiz--(In Class Thurs.)
<p>Week 11 2-8 November</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. MERR-Method-RD) (By Class Tuesday) 2. MERR-Method-FD) (By Class Thurs) 3. Read Textbook C-15 By Class Thurs) 4. C-15 Quiz--(By Class Thurs.) 5. C-15 Def Quiz--(In Class Thurs.)
<p>Week 12 9-15 November</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. MERR-Results-FD) (By Class Tuesday) 2. Read Textbook C-16 (By Class Thurs.) 3. C-16 Quiz--(By Class Thurs.) 4. C-16 Def Quiz--(In Class Thurs.)
<p>Week 13 16-22 November</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. MERR-Discussion-RD) (By Class Tuesday) 2. MERR-Discussion-FD) (By Class Thurs.)
<p>Week 14 23-29 November</p>	<p>Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> 1. Exam-4 (All Textbook Chapters, 1 - 16) HH-308--Tuesday (9:30 a.m. – 11:15 a.m.) 2. Mock Experiment Total Research Report (By Class Tuesday)
<p>THANKSGIVING 26-27 November Campus Closed</p>		
<p>Week 15 30 November-6 December</p>	<p>Research Presentations</p>	<ol style="list-style-type: none"> 1. Mock Experiment PowerPoint Slides (By Class Tuesday)
<p>Week 16 7-11 December</p>	<p>Research Presentations</p>	<ol style="list-style-type: none"> 1. Qualtrics Survey Results (SPSS Analysis) (By Class Tuesday)

Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

Important Fall Semester 2020 Dates & Deadlines

August 24, First day of classes

August 26, Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

September 7, Labor Day, CAMPUS CLOSED

September 9, Last day to drop 16-week classes with no record

October 2, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 7, Last day to register to vote this year

October 16, Last day to withdraw from the University (1st 8-week classes WF)

October 16, End of 1st 8-week classes

October 19, First day of 2nd 8-week classes

October 19, Add/Drop/Late Registration begins, 2nd 8-week classes

October 21, Add/Drop/Late Registration ends, 2nd 8-week classes

October 26, Last day to drop 2nd 8-week classes with no record

November 6, Last day to drop with a Q or withdraw with a W (16-week classes)

November 26-27, Thanksgiving, CAMPUS CLOSED

November 27, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

December 11, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 11, Last day to file for Degree Conferral (Registrar's Office)

December 7-11 Finals Week

December 11, Commencement (End of Fall Term)

December 24-January 1, WINTER BREAK, CAMPUS CLOSED

Finding Quality SME Sources of Information for a Topic or Person

There are several good avenues to find high quality SME information.

Talk with a Reference Librarian at our TAMUCT library (in person if possible or virtually). Reference Librarians are specially trained and have good professional experience in finding all sorts of SME and other information

Use Wikipedia *only* to learn more about your chosen topic or person and to see the many excellent SME *primary* sources of information at the end of the article about your topic or person. Try several well-thought search terms to find information about your chosen topic or person, because there are most likely various articles in Wikipedia about the topic or person.

A primary source of information is the original source, not information from someone who has read the original source. As best as possible, find and use primary sources of SME information to support your thinking and writing about your chosen topic or person.

Textbooks, Magazines, Newspapers, Wikipedia, Dictionaries, Encyclopedias, Most Internet Articles, etc. are not primary sources, but can have quality references that are primary sources. They can also have useful information to help you understand and write better about your topic or person. So, do read these secondary sources to learn about your topic or person and to find the referenced quality primary sources of SME information.

If your chosen topic or person is mentioned in our textbook, there will also most likely be associated SME primary references.

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 Writing Assignments

The following criteria will be considered in evaluating 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 10% 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.

Collaborative Institutional Training Initiative (CITI)

Register

<https://www.citiprogram.org/index.cfm?pageID=154&icat=0&clear=1>

You do not have to pay anything for this training as TAMUCT has already paid for you.

Start by pasting the following name of our university in the first text box:

Texas A&M University-Central Texas

Then follow the instructions carefully to complete all 7 steps.

For now, in step 7, only select the following 3 courses.

Responsible Conduct of Research (RCR) (only the RCR Basic Course) (if you have taken the RCR Basic Course in the past 3 years, then do the RCR Refresher Course)

Human Subjects Research (HSR) (only the Social-Behavioral-Educational (SBE) Basic Course

Information Privacy & Security (IPS) (only the Information Security Basic Course)

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