

**Texas A&M University Central Texas**  
**PSYC 4435-110 (Principles of Research for Behavioral Sciences)**  
**Mondays & Wednesdays (11:00 a.m.—12:40 p.m.) (WH-316)**

**INSTRUCTOR AND CONTACT INFORMATION**

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

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

**Phone:** (605-214-5627) (If you want to call me, please only do so between 5:30 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

If I do not answer my phone when you call me, please leave a voice message in which you identify yourself, the course, and the best time to call you back. (For security reasons, I typically do not answer phone calls from numbers that are not known to me.)

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

**Virtual Office Hours:** Available by appointment, most days and times through Canvas WebEx, or by telephone.

**TAMUCT Campus Office Hours:**

- Mondays & Wednesdays (1:00 p.m.—4:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (1:00 p.m.—4:00 p.m.) (If needed, early evening time, by appointment only)

**Mode of instruction and course access:** *This course is a face to face course and it also uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>) 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 and do not hear back from me soon, then please e-mail me ([blnowell@tamuct.edu](mailto: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 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 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.

- **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 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## 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*. (6<sup>th</sup> 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* (8<sup>th</sup> 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.

## **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]

**16 Definition Quizzes** (5 points each; All definition quizzes combined are worth 8% of final course grade) [Total 80 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) (50 points each; Combined Exams are Worth 20% of final course grade) [Total 200 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. (50 points)**

This multiple choice exam will cover chapters 13 through 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)** (3% of final course grade) [30 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** (5% of final course grade) [50 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

### **Technology Support.**

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

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

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

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

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

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

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

*It is 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 course, you must contact or go to the Registrar's Office and submit a completed [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf). You can download this form at this URL [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

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

### **Academic Integrity:**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment

and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations:**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The 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 at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

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

**Note:** To ensure that appropriate accommodations can be provided, students in this course who have registered with the Office of Access and Inclusion (OAI) and are in need of accommodations should present faculty with documentation of their need (i.e., the letter from the OAI) at least one week prior to the date an exam or assignment is due.

### **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](mailto: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.

### **The 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.

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](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

Writing 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!

### **University Writing Center's (UWC) synchronous online writing tutoring services.**

The UWC's online services are really taking off as more and more students become aware of the great writing instruction available to them conveniently online. Using WCOOnline, students can work with trained UWC tutors via video and/or text chat from the comfort of their own homes! During the Spring 2020 semester, a tutor trained to conduct synchronous online writing tutoring sessions will be available every hour the UWC is open. Please feel free to encourage your students to take advantage of our online services.

#### **University Writing Center's (UWC) Video**

[https://www.youtube.com/watch?v=PAIb\\_LyUqTQ&feature=youtu.be](https://www.youtube.com/watch?v=PAIb_LyUqTQ&feature=youtu.be). This will provide you with a brief introduction to the UWC and its services.

If you have any questions and/or concerns about synchronous online writing tutoring, feel free to email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library:**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 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].

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

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

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

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

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule.

**Most course assignments are due to be completed no later than by the start of our class periods on Mondays and Wednesdays. Some 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 Monday or Wednesday of that week.**

**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.**

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

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

### COURSE SCHEDULE

**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 (11:00 a.m.) Mondays.**  
**Some weekly graded assignments are due in a Canvas drop-box and in class by class time (11:00 a.m.) Wednesdays.**

COURSE DATES	DISCUSS./ASSIGN./ACTIV.	READINGS/GRADED ASSIGNMENTS
<b>Week 1</b> <b>13-19 January</b>	<b>Course Introduction</b> <b>In-Class/Def. Quizzes</b>	<b>1. Read Textbook C-1 &amp; C-2 (By Class Wed.)</b> <b>2. C-1 &amp; C-2 Quizzes--(By Class Wed.)</b> <b>3. C-1 &amp; C-2 Def Quizzes--(In Class Wed.)</b> <b>4. Read Textbook C-3 &amp; C-4 (By Mid. Sunday)</b> <b>5. C-3 &amp; C-4 Quizzes--(By Mid. Sunday)</b> <b>6. Begin Online CITI Ethics Training</b>
<b>20 January</b> <b>Martin Luther King Day</b> <b>Campus Closed</b>	<b>No Class This Monday</b>	<b>No Class This Monday</b>
<b>Week 2</b> <b>20-26 January</b>	<b>Textbook Chapter/Research</b> <b>Topical</b> <b>Discussions/Assignments</b>	<b>1. Read Textbook C-5 &amp; C-6 (By Class Wed.)</b> <b>2. C-5 &amp; C-6 Quizzes--(By Class Wed.)</b> <b>3. C-3 &amp; C-4 Def Quizzes--(In Class Wed.)</b> <b>4. C-5 &amp; C-6 Def Quizzes--(In Class Wed.)</b> <b>5. Finish Online CITI Ethics Training</b>

<p align="center"><b>Week 3</b> <b>27 January-2 February</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Exam-1 (Chapters 1, 2, 3, 4) <b>Monday</b></li> <li>2. Read Textbook C-7 (By Class <b>Wed.</b>)</li> <li>3. C-7 Quiz--(By Class <b>Wed.</b>)</li> <li>4. C-7 Def Quiz--(In Class <b>Wed.</b>)</li> <li>5. Small Group Exercise—Research Ideas</li> <li>6. Bolder Model Paper (Researcher/Practitioner) --(By Mid. <b>Sunday</b>)</li> </ol>
<p align="center"><b>Week 4</b> <b>3-9 February</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Literature Review (By Class <b>Monday</b>)</li> <li>1. Read Textbook C-8 (By Class <b>Wed.</b>)</li> <li>2. C-8 Quiz--(By Class <b>Wed.</b>)</li> <li>3. C-8 Def Quiz--(In Class <b>Wed.</b>)</li> <li>4. Small Group Exercise—Survey Design</li> </ol>
<p align="center"><b>Week 5</b> <b>10-16 February</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Exam-2 (Chapters 5, 6, 7, 8) <b>Monday</b></li> <li>2. Read Textbook C-9 (By Class <b>Wed.</b>)</li> <li>3. C-9 Quiz--(By Class <b>Wed.</b>)</li> <li>4. C-9 Def Quiz--(In Class <b>Wed.</b>)</li> <li>5. Small Group Exercise— Survey Design</li> </ol>
<p align="center"><b>Week 6</b> <b>17-23 February</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Read Textbook C-10 (By Class <b>Wed.</b>)</li> <li>2. C-10 Quiz--(By Class <b>Wed.</b>)</li> <li>3. C-10 Def Quiz--(In Class <b>Wed.</b>)</li> <li>4. Qualtrics Survey Creation</li> </ol>
<p align="center"><b>Week 7</b> <b>24 February-1 March</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Qualtrics Survey (By Class <b>Monday</b>)</li> <li>2. Read Textbook C-11 (By Class <b>Wed.</b>)</li> <li>3. C-11 Quiz--(By Class <b>Wed.</b>)</li> <li>4. C-11 Def Quiz--(In Class <b>Wed.</b>)</li> <li>5. 10 Psychological Experiment Research Reports (Journal Article Summaries)</li> </ol>
<p align="center"><b>Week 8</b> <b>2-8 March</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Small Group Research Design</p>	<ol style="list-style-type: none"> <li>1. Read Textbook C-12 (By Class <b>Wed.</b>)</li> <li>2. C-12 Quiz--(By Class <b>Wed.</b>)</li> <li>3. C-12 Def Quiz--(In Class <b>Wed.</b>)</li> <li>4. IRB Survey Research Proposal</li> </ol>
<p align="center"><b>SPRING BREAK WEEK</b> <b>9-15 March</b></p>	<p align="center"><b>No Class This Week</b></p>	<p align="center"><b>No Class This Week</b></p>
<p align="center"><b>Week 9</b> <b>16-22 March</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. Exam-3 (Cs 9, 10, 11, 12) <b>Monday</b></li> <li>2. Read Textbook C-13 &amp; C-16 (Class <b>Wed</b>)</li> <li>3. C-13 Quiz--(By Class <b>Wed.</b>)</li> <li>4. C-13 Def Quiz--(In Class <b>Wed.</b>)</li> <li>5. IRB Survey Research Prop. (By Class <b>Wed.</b>)</li> </ol>
<p align="center"><b>Week 10</b> <b>23-29 March</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. MERR-Introduction-RD) (By Class <b>Mon.</b>)</li> <li>2. MERR-Introduction-FD) (By Class <b>Wed.</b>)</li> <li>3. Read Textbook C-14 (By Class <b>Wed.</b>)</li> <li>4. C-14 Quiz--(By Class <b>Wed.</b>)</li> <li>5. C-14 Def Quiz--(In Class <b>Wed.</b>)</li> </ol>
<p align="center"><b>Week 11</b> <b>30 March-5 April</b></p>	<p align="center">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. MERR-Method-RD) (By Class <b>Monday</b>)</li> <li>2. MERR-Method-FD) (By Class <b>Wed.</b>)</li> <li>3. Read Textbook C-15 By Class <b>Wed.</b>)</li> <li>4. C-15 Quiz--(By Class <b>Wed.</b>)</li> <li>5. C-15 Def Quiz--(In Class <b>Wed.</b>)</li> </ol>

<p style="text-align: center;"><b>Week 12</b> <b>6-12 April</b></p>	<p style="text-align: center;">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. MERR-Results-FD) (By Class <b>Monday</b>)</li> <li>2. Read Textbook C-16 (By Class <b>Wed.</b>)</li> <li>3. C-16 Quiz--(By Class <b>Wed.</b>)</li> <li>4. C-16 Def Quiz--(In Class <b>Wed.</b>)</li> </ol>
<p style="text-align: center;"><b>Week 13</b> <b>13-19 April</b></p>	<p style="text-align: center;">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. Exam-4 (Cs 13, 14, 15, 16) <b>Monday</b></li> <li>2. MERR-Discussion-RD) (By Class <b>Monday</b>)</li> <li>3. MERR-Discussion-FD) (By Class <b>Wed.</b>)</li> </ol>
<p style="text-align: center;"><b>Week 14</b> <b>20-26 April</b></p>	<p style="text-align: center;">Textbook Chapter/Research Topical Discussions/Assignments Research Production/Report</p>	<ol style="list-style-type: none"> <li>1. Mock Experiment Total Research Report (By Class <b>Monday</b>)</li> </ol>
<p style="text-align: center;"><b>Week 15</b> <b>27 April-3 May</b></p>	<p><b>Research Presentations</b></p>	<ol style="list-style-type: none"> <li>1. Mock Experiment PowerPoint Slides (By Class <b>Monday</b>)</li> </ol>
<p style="text-align: center;"><b>Week 16</b> <b>4-6 May</b> <b>Wednesday is our Last Course Day</b></p>	<p><b>Research Presentations</b></p>	<ol style="list-style-type: none"> <li>1. Qualtrics Survey Results (SPSS Analysis) (By Class <b>Monday</b>)</li> </ol>

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 Spring Semester 2020 Dates & Deadlines

**January 13, First day of classes**

**January 15, Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes**

**January 20, Martin Luther King Jr. Day, CAMPUS CLOSED**

**January 29, Last day to drop 16-week classes with no record**

**February 21, Last day to drop a 1st 8-week class with a Q or withdraw with a W**

**March 6, End of 1st 8-week classes**

**March 9-15 SPRING BREAK WEEK (No Classes – Administrative Offices Open)**

**March 16, First day of 2nd 8-week classes**

**March 16, Add/Drop/Late Registration begins, 2nd 8-week classes**

**March 18, Add/Drop/Late Registration ends, 2nd 8-week classes**

**March 23, Last day to drop 2nd 8-week classes with no record**

**April 3, Last day to drop with a Q or withdraw with a W (16-week classes)**

**April 24, Last day to drop a 2nd 8-week class with a Q or withdraw with a W**

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

**May 8, Last day to file for Degree Conferral (Registrar's Office)**

**May 4-8, Finals Week**

**May 8, End of Spring Semester**

**May 9, Spring Commencement Ceremony**

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