Instructor | Class | Office hour
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Tyler N. Livingston, Ph.D. | PSY 4321 13046 – 3 credits | Academic Building 104H/Zoom
Assistant Professor | Academic Building 227 | Tuesday 12:30 pm – 2:00 pm
| | Wednesday 2:30 pm – 4:00 pm |
Department of Psychology | 8/24/21 – 12/10/21 | tyler.livingston@angelo.edu
| | Tu/Th 11:00 am – 12:15 pm |

**Recommended Texts**


**Course Description**

This course provides students with a step-by-step guide to conducting research on contemporary topics in psychology. Students will generate a research question; develop falsifiable hypotheses; design a study; collect, analyze, and interpret empirical data; write an APA-style research report; and present findings.

Successful accomplishment of these tasks requires critical thinking and ethical practices. Critical thinking about studies published in psychology journals will inspire research ideas and methodological approaches. Ethical practices will protect research participants. Students will gain experience with all aspects of the research process as they apply psychological principles to satisfy their intellectual curiosity.

**Course Format**

Class meetings will incorporate digital slideshows, physical handouts, interactive demonstrations, and group discussions to convey elements of the research process. Assignments will involve a combination of individual work and group collaboration.

**Prerequisite Skills**

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and PowerPoint are expectations of the Department of Psychology and Sociology.
Learning Outcomes
Your instructor and the university expect students to meet specific learning objectives associated with this course. In addition, this course contributes to students’ attainment of departmental learning objectives. Students are encouraged to consider their progress toward the below objectives this semester and beyond.

Course Student Learning Outcomes
By the end of this course students should be able to…

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Evaluated Task</th>
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<tbody>
<tr>
<td>1. review published research to identify a novel research question.</td>
<td>Idea Scoping Report</td>
</tr>
<tr>
<td>2. design a research study to test a falsifiable hypothesis.</td>
<td>Expanded Outline</td>
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<tr>
<td>3. ethically collect and maintain data from human research participants.</td>
<td>IRB Forms Research Ethics Assignment</td>
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<td>4. interpret the results of data analysis in the context of the hypothesis.</td>
<td>Data Analysis Worksheet</td>
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<tr>
<td>5. evaluate the significance of findings and identify future directions.</td>
<td>APA-style Manuscript Symposium Presentation</td>
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<tr>
<td>6. articulate the process and outcome of research verbally and in writing.</td>
<td>APA-style Manuscript Symposium Presentation</td>
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IDEA Objectives
At the end of the semester students will formally evaluate this course by describing their progress toward:

<table>
<thead>
<tr>
<th>IDEA Objective</th>
<th>Evaluated Task</th>
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</thead>
<tbody>
<tr>
<td>1. Acquiring skills in working with others as a member of a team.</td>
<td>Collaborator Scorecard</td>
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<tr>
<td>2. Developing skill in expressing myself orally or in writing.</td>
<td>APA-style Manuscript Symposium Presentation</td>
</tr>
<tr>
<td>3. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.</td>
<td>Data Analysis Worksheet APA-style Manuscript</td>
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Departmental Student Learning Outcomes
The essential elements of this course, including Analysis Assignments, Exams, and the Research Paper, contribute to students’ fulfillment of learning outcomes selected by the Department of Psychology and Sociology. By the end of their undergraduate training in the psychology major, students should be able to:

- access and use relevant psychological knowledge to solve comprehensive problems in different domains of the discipline.
- communicate effectively in a variety of formats.
- use information from the different branches of psychology to analyze and improve human functioning in a variety of social contexts. (B.A. Program)
- use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. (B.S. Program)
Course Requirements and Grading

Grades are comprised of 10 components detailed below. Although students will collaborate in groups, the instructor will grade most assignments on an individual basis. Students will receive personalized feedback on every assignment to guide their progress.

Idea Scoping Report
Each student will submit a unique Idea Scoping Report and receive an individual score from the instructor. The Idea Scoping Report is worth 10% of the final course grade. The purpose of the Idea Scoping Report is to inspire discussion among groups of students about feasible and mutually interesting research questions. In class, students will discuss research topics within their collaborative groups. Each student will agree to “scope” a particular research topic and report back to the group with constructive findings. The Idea Scoping Report should take the form of a Word document with five components. First, the document must list the topic of the report (e.g., “Deception in close relationships”). Second, the document must include the APA-style citations of at least three academic papers that directly address the topic. Third, beneath each citation, the student must write 100-200 words describing the contents of the paper in the student’s own words (i.e., answer the question, “What is the paper about?”). Fourth, beneath each citation, the student must write 100-200 words analyzing the paper (i.e., answer the question, “How is this paper relevant to your research project?”). Fifth, the student must make a final judgment: Based on the Idea Scoping Report, should the group pursue this topic for its research project? Students should utilize the template for this assignment posted on Blackboard to guide their efforts. After completing the Idea Scoping Report, students will share their findings with their collaborators to select one topic.

Research Ethics Assignment
Each student will submit a unique Research Ethics Assignment and receive an individual score from the instructor. The Research Ethics Assignment is worth 10% of the final course grade. The purpose of this assignment is to familiarize students with ethical codes of conduct for research with human participants in the social and behavioral sciences. Research ethics training is necessary to execute a research project; thus, failure to complete this assignment by its due date will result in a final course grade of “F.” This assignment requires students to complete two CITI training modules: module title “Social and Behavioral Research Investigators” from Course 1: Human Subjects Research, and module title “Social and Behavioral RCR” from Course 4: Responsible Conduct of Research. Instructions for accessing these modules are available from ASU here. Students who have previously completed these modules may submit their existing certificates for course credit.

Manuscript Outline
Each student will submit a unique Manuscript Outline and receive an individual score from the instructor. The Manuscript Outline is worth 10% of the final course grade. The purpose of this assignment is to generate thorough thinking about (1) the general format of each student’s APA-style manuscript and (2) specific details of the project’s purpose, hypotheses, and method. In the form of a Word document, the Expanded Outline will contain all of the headings that will be present in their APA-style manuscript. Students will write short-hand versions of the information that will appear beneath each heading. Students should utilize the template for this assignment posted on Blackboard to guide their efforts.

IRB Human Subjects Review Form
Each collaborative group will submit one Internal Review Board (IRB) Human Subjects Review Form and receive one score from the instructor. The IRB Human Subjects Review Form is worth 5% of the final course grade. The purpose of this assignment is to provide students with experience drafting an IRB protocol, which is necessary to conduct psychological research. The form is available via the IRB’s Blackboard page. Students should consult their Manuscript Outlines to complete this assignment.
**IRB Consent Form**  
Each collaborative group will submit one IRB Consent Form and receive one score from the instructor. The IRB Consent Form is worth 5% of the final course grade. The purpose of this assignment is to provide students with experience drafting an informed consent document, which is necessary to conduct psychological research. Students will edit the consent form template available via the IRB’s Blackboard page.

**Data Analysis Worksheet**  
Each student will submit a unique Data Analysis Worksheet and receive an individual score from the instructor. The Data Analysis Worksheet is worth 5% of the final course grade. The purpose of this assignment is to prepare students to write the Results section of their APA-style manuscripts.

**APA-style Manuscript**  
Each student will submit a unique APA-style Manuscript and receive an individual score from the instructor. The APA-style Manuscript is worth 25% of the final course grade. The purpose of this assignment is to provide students with experience drafting a publication-quality research deliverable in accordance with all APA style guidelines (e.g., size 12 Times New Roman font, double spacing, 1-inch margins). The format of this manuscript should mirror that of the Manuscript Outline; that is, it should include an introduction (½-1 page), a review of relevant prior research (2-3 pages), an overview of the current study (½ page), a description of the current study’s methodology (1-2 pages), a description of results (1 page), a discussion (3-5 pages), and a conclusion (½ page). The combined length of these sections should be 8-12 double-spaced pages. In addition to these sections, the manuscript must also contain a title page, an abstract, and references in APA style (none of which will contribute to the page length requirement).

**Symposium Presentation**  
Each collaborative group will prepare and present one Symposium Presentation; however, each student will receive an individual score calculated as a function of presentation content and delivery (i.e., each student must contribute to the content and the delivery of the presentation). The Symposium Presentation is worth 20% of the final course grade. The purpose of this assignment is to practice articulating verbally the process and outcome of research. Each member of the collaborative group must contribute equal effort toward the final product and present for a similar duration. Collaborative groups may devise their own strategies to distribute work evenly among the members. The presentation’s organization should mirror the APA-style Manuscript by including an introduction, review of prior research, overview of the current study, description of the current study’s methodology, description of results, discussion, and conclusion. The length of the presentation should be between 10 and 15 minutes, which is typical of presentations at academic conferences. This length should translate to 10 to 15 slides maximum (i.e., one slide or fewer per minute). As a general guideline, students should use size 26 font or larger on their slides to convey gist information. Details should be articulated verbally, and students should not be tempted to read a script from their slides. Presentations must include a title slide containing all collaborators’ names and in-text citations where appropriate.

**Collaborator Scorecard and Reflection**  
Each student will submit a Collaborator Scorecard and Reflection. This assignment is worth 5% of the final course grade. The purpose of this assignment is to share with the instructor candid evaluations of students’ collaborative experiences. Students will use the provided document to systematically score themselves and their collaborators on relevant aspects of the research project. Additional open-ended reflection questions will prompt students to consider productive lessons from their experiences. The instructor will consult students’ evaluations of their collaborators to determine Collaborative Participation scores (5% of the final course grade). Students’ self-scores will not affect their grades.
Grading Criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Idea Scoping Report</td>
<td>10%</td>
</tr>
<tr>
<td>Research Ethics Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Manuscript Outline</td>
<td>10%</td>
</tr>
<tr>
<td>IRB Human Subjects Review Form</td>
<td>5%</td>
</tr>
<tr>
<td>IRB Consent Form</td>
<td>5%</td>
</tr>
<tr>
<td>Data Analysis Worksheet</td>
<td>5%</td>
</tr>
<tr>
<td>APA-style Manuscript</td>
<td>25%</td>
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<tr>
<td>Symposium Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Collaborator Scorecard and Reflection</td>
<td>5%</td>
</tr>
<tr>
<td>Collaborative Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Grading Scale

- **A** = 90% - 100%
- **B** = 80% - 89.99%
- **C** = 70% - 79.99%
- **D** = 60% - 69.99%
- **F** = below 60%

* Grades are never “rounded”

Class Attendance and Participation

Attendance involves punctuality and presence in class, whereas participation involves active engagement in lectures and activities. Each is necessary to succeed in this course and beyond. Students are allowed two “free” absences that do not require advance notice or an official excuse. The instructor will deduct two percentage points per absence from the final grade of any student who misses more than two classes without an official excuse.

Assignment Submission

Students must submit all assignments through the Assignments link on the [Blackboard](https://blackboard.angelo.edu) website for grading, documenting, and archiving purposes. If a technology issue arises regarding assignment submission, email the instructor at tyler.livingston@angelo.edu and attach a copy of the assignment. Additionally, please contact the [IT Service Center](https://itsupport.angelo.edu) to report the issue. This process will document the issue and establish a timeline for your attempted submission. Be sure to keep a backup of all your work.

Religious Obligations

Students who have religious obligations that interfere with the course schedule should inform their instructor during the first week of class. The instructor will make specific course adjustments to ensure that students can submit their assignments prior to their absences. See [ASU Operating Policy 10.19: Student Absence for Observance of Religious Holy Day](https://www.asu.edu/policy-and-procedures/offices/office-of-records-warren-library/institutional-policy/operating-policy-1019) for more information.

Academic Integrity

Cheating, plagiarism, or otherwise obtaining grades under false pretenses constitutes academic misconduct according to the [ASU Student Handbook](https://studenthandbook.asu.edu). The instructor will not tolerate academic misconduct. Penalties for such behavior can include posting a grade of F for the assignment or for the course or requiring the student to retake the assignment.

Technology Policy

Students must exercise discretion in their use of technology during class. Students are permitted to use laptops/iPads during class to take notes. The use of mobile phones is discouraged. The instructor reserves the right to ask students to put away their devices should those devices begin to negatively affect the class environment.

Audio or Video Recording

The instructor prohibits surreptitious or covert audio or video recording of class content (e.g., lectures, discussions, demonstrations, etc.). Covert recordings threaten student privacy. Students should be aware that their comments during class may be recorded by students with disabilities who have received permission to record class content.
Disability Services
The Office of Student Affairs reviews and authorizes student requests for reasonable accommodation based on disability. Any student who requires accommodation should contact Student Disability Services as soon as possible. The employee responsible for reviewing and authorizing accommodation requests is Dallas Swafford, Director of Student Disability Services, available at (325) 942-2047 or dallas.swafford@angelo.edu.

Title IX at Angelo State University
ASU prohibits discrimination based on sex. Students are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance. Note that as a faculty member at ASU, your instructor is mandated to report any incidents involving sexual misconduct to the Title IX Coordinator. Students who wish to speak with someone in confidence may contact Counseling Services, the 24-hour ASU Crisis Helpline, or the University Health Clinic.