

PSYCHOLOGY 308 (HONORS SEMINAR IN PSYCHOLOGY)
Spring 2014
Mondays 3:00 - 5:30; Giles 301

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11:00-12:00; or by appointment

Mission of the Department of Psychology

The mission of the Spelman College Department of Psychology is to prepare students for the study and service of psychology. We seek to empower women to lead and effect positive change in the world by instructing them in the ethical, systematic study of behavior and mental processes, and the application of psychology to community and global issues, with the expectation of intellectual engagement and academic excellence.

Rationale of the Course

The Honors Seminar in Psychology course provides opportunities for the full development of students' academic and intellectual potential, and opportunities for personal and social skills development. The course will provide the means for qualified students to enhance the skills necessary for engaging in psychological research. It will also provide extensive opportunities for enrichment of students' academic experience through close student-faculty relationships. The possibility of a mentor-student relationship is an important complement to the Departmental Honors Program.

Course Description

This course is designed for College honors students who are majoring in psychology as well as for other qualified psychology majors (3.2 GPA in psychology and cumulative GPA) who may be seeking departmental honors. The course focuses on the development and use of psychological sources and other topics and requires students to read extensively, to write papers and reports on their readings, and to discuss the readings and reactions to them. The Primary Advisor will work with you on topic selection so that an appropriate research problem will evolve by the end of the semester.

The prerequisite for the course is completion of Psychology 305 (Research Design) with a grade of "C or better. Entry into the course is determined through an application process which will be reviewed by the departmental honors committee. Students accepted will be notified in the Fall Semester in time for Spring Semester preregistration.

Justification for Four Credit Hours

This course requires intensive work in communicative, quantitative, and critical thinking skills. Three texts are required - the *APA Publication Manual* and two other texts, along with 5 selected journal articles. The class meets once per week; however, additional hours must be spent preparing assignments, researching internet and library sources for appropriate studies related to your topic (from which written abstracts are prepared), and preparing presentations for class discussion. By the end of the semester you will have a completed Research Proposal and a completed IRB Application. You will also make a formal presentation of the Proposal.

Disability Statement

Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College's programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106.

Academic Integrity

At the heart of Spelman College's mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the current Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. Violators will be subject to the sanctions outlined in the *Spelman College Bulletin*. (Taken from Spelman's academic integrity policy statement with permission)

CLASS EXPECTATIONS, PARTICIPATION, ATTENDANCE, AND GUIDELINES

You are expected to challenge yourselves beyond your current skill level (**that is the essence of real learning!**). In this class you will be asked to work both independently and collaboratively, be a creative and critical thinker, mentor your peers, and contribute to the collective knowledge building through your understanding of class material. **Specific expectations include:** to attend class and contribute to class discussions; to turn in assignments on time and according to instructor guidelines; to always come prepared to class by reading assigned material well and considering the content of the readings; and to check in regularly throughout the semester concerning your progress in the course (see the remainder of the syllabus for details concerning specific expectations). **Students can expect that instructors:** will come to class prepared and willing to engage with your ideas and questions; will help you to develop critical thinking skills and research competencies; will return assignments with comments in a timely fashion; will provide constructive comments during discussion of the material; and will always bring our expertise, curiosity, and passion for the subject into the classroom.

Attendance

- In order to learn the concepts and engage in class activities, students must attend class regularly. You are expected to attend classes and to participate in class discussions and activities, along with completing assignments.
- The Spelman College Attendance Policy gives instructors authority to establish guidelines. *Therefore, if you are absent **more than two (2) times from class**, without a documented illness or emergency, you may be asked to withdraw, or we may administratively withdraw you. **You will then receive a grade of "F."***
- Absence from class will only be excused if it is **reasonable** and **documented** with a signed note from a physician certifying illness on the date(s) missed, documentation of the death of a loved one, or, under extenuating circumstances, by prior arrangement with the instructor. Excuses do not include not feeling

well; oversleeping; forgetting; not finding parking; needing to help a friend, roommate, family member; my mom/aunt/grandparent bought me a surprise plane ticket home, etc.

- The instructors **will not** repeat lectures for those missing a class. You are responsible for material presented in class, as well as for reading and homework assignments; if you miss class you are responsible for getting the material from classmates. The student can then schedule a meeting with the instructors to gain further explanation or clarification.

Tardiness

- You are expected to arrive to class on time and to remain until class is dismissed. Special announcements typically take place at the beginning of class. Late entries and early departures distract students who are trying to get the most from their experience here. Please be respectful of their efforts and ours. Students who are **more than 10 minutes late to class** will not be permitted to enter and **will be marked as absent**.
- You must arrive to class on time for presentations. Arriving late disrupts students who are in the process of presenting their work. Anyone arriving more than 10 minutes late for presentations will lose points on her own presentation.

Technology

- Turn off (**no vibrate**) beepers, cell phones, watch alarms, music devices, and all other noise-making electronic equipment at the beginning of class so as not to disturb other students. We reserve and may exercise the right to answer any cell phone that rings during class and to excuse immediately anyone whose device is disturbing class. If you use such devices in class (e.g., are seen to be texting), you will be asked to leave and will be counted as absent that day.
- **Laptops are NOT permitted in the classroom.**
- Electronic recording (e.g., photography, audio recording, etc.) is not permitted. There are copyright issues for slide presentations, and, audio recording does not foster active learning, which make audio recording worthless.

Reading Assignments

- Reading assignments should be completed *prior* to the day they are listed in the course schedule. Your ability to actively participate in class will depend on your having completed the assigned readings.

Assignment Submissions

- Students should submit hard copies and electronic copies of assignments as indicated on the Class and Advisor/Advisee Weekly Schedules.
- Electronic copies of assignments will be submitted to **Moodle** under the **Turnitin Assignments** link except where otherwise noted on Moodle.
- **Type** all work that can be typed, using APA style. Typed work should be **double-spaced**, using **11 to 12 point Times New Roman font** with **1-inch margins** on all sides. Your name and title of the paper/assignment should appear on a separate **title page (page 1) for all** assignments. Each page should have approximately 250-300 words. Each page must have a page number at the top right hand corner (see APA manual and <http://flash1r.apa.org/apastyle/basics/index.htm> for APA style of manuscripts). **All sources that are referenced in your paper/assignment should be listed on a separate reference page at the end of the paper/assignment.** Do not list sources on the reference page that do not appear in the paper itself. We reserve the right to penalize work that is handwritten when the assignment specifically says to type.
- **Edit** all written work prior to submitting it. We will penalize work for spelling, grammar, or punctuation errors. Moreover, if the mechanics of your work inhibit our ability to understand what you have intended, or prohibit clarity that you have understood either the material or what you have written, your grade will be affected; We cannot give full credit for something that we cannot understand, even if unintentional.
- **Timely submission for Class Assignments:** Work must be submitted by **2pm on the date the assignment is due**. A late penalty will apply for anything submitted beyond that time, including later during that day.

- **Late penalty for Class Assignments:** All assignments will have clearly specified and enforced due dates. Assignments submitted after 5pm on the date in which they are due will be considered late. **There will be a 10 point-reduction per day for late work, and work will not be accepted (i.e., it will be scored a zero) if it is more than 7 days late (weekends and holidays count toward this number), except where otherwise indicated.**
- **Timely submission of advisor assignments:** Students should agree on assignment deadlines with advisors and should meet those deadlines. Grades from advisors may be penalized for lateness at the discretion of the advisor.
- **Computer excuses:**
 - Plan ahead for submitting assignments. For any assignments that involve the use of a computer, you are advised to leave ample time for inevitable disasters such as a system crash; lack of computer lab seating; lost files or passwords; lack of printer paper or ink; problems with Moodle, or other network issues, none of which are acceptable excuses for late work. (You should always save early and often, **make multiple copies**, and check for viruses.) **We cannot be sympathetic to problems that occur because you waited until the last minute**, and simultaneously be fair to students who planned ahead and completed work on time. Be aware that computer labs will get busier as the semester wears on. Remember that you should save your work to disk (early and often).
 - **Do not wait until 1:59pm (or even 1:45pm) to attempt to submit your work online.**

Returned Work

- Retrieve graded work from course instructors in a timely fashion, either during the lecture in which it is returned or from our offices as soon as possible. (Feedback on one assignment will help you complete the next.)
- Students are expected to maintain a copy of returned graded assignments until final grades are posted in the event of clerical errors.
- Work that is not picked up within three months will be discarded. Records of all grades (components and their computation) will be retained for at least three years.

Inclement Weather

- If the College is closed due to inclement weather on an assignment due date, the assignment will be due on the next scheduled class day.

GOALS AND OBJECTIVES/BEHAVIORAL STUDENT LEARNING OUTCOMES

Goals:

The major goal of the course is to provide the opportunity for increased intellectual and academic stimulation through an intensive experience of conducting research in psychology. The course is designed for psychology majors in the departmental honors program, as well as psychology majors those in the College honors program. It is expected that upon completion of the course, you will be able to:

1. Demonstrate efficient and appropriate use of sources of psychological information
2. Distinguish between the different types and methods of research
3. Demonstrate skill in the techniques and tools of research
4. Critically read and evaluate research in psychology
5. Demonstrate effective communication (oral, written, and listening), quantitative, critical thinking, and technical skills
6. Select a research design appropriate for the senior honors thesis
7. Demonstrate ethical procedures in the design of your research project
8. Present to the psychology faculty a thesis proposal and successfully defend your thesis proposal

Evaluation

- **Overview:** You will be evaluated on individual reports and participation in class discussion, written assignments, and development of a proposed honors research project. Class discussions will focus on research articles and other assignments.
- **Grading Report:** The instructors will add data to an online grade report throughout the term, recording and reflecting the individual progress of each student. No grades will be posted publicly (e.g., on our office doors) or transmitted via e-mail.
- **Final grades:** Your final grade will be determined by the quality and consistency of your performance on class assignments and assignments assessed by your primary and secondary advisors. See Class and Advisor/Advisee Weekly Schedules along with the grading rubrics posted on the course Moodle page for details on the specific details on the course grade.
 - Grades will be calculated as follows:

<u>Component</u>	<u>Percentage</u>
Class Assignments.....	35
Advisor Assignments.....	25
Final Thesis Proposal (Primary Advisor Grade)	20
Final Thesis Proposal (Secondary Advisor Grade).....	20
Total.....	100%

- **Continuation in the psychology honors program in your senior year will be contingent upon satisfactory completion of Psychology 308 with a grade of “B” or above AND the Primary and Secondary Advisors’ approval.**
- The grading scale for the transformation from numeric grades to a final letter grade will follow the scale below. Percentages will be rounded to the nearest whole number.

Letter grade	Numerical % Score	Qualitative Assessment	Grading Criteria
A	95+	Exceptional Quality	Student demonstrates mastery of the content and methods of the course as well as originality, depth, and distinctive insights.
A-	90-94	High Quality	Student demonstrates some original thought, application, and mastery of the content and methods of the course.
B+	87-89	Very good	Student demonstrates a good understanding of the content and methods of the course, reflects clear comprehension, and achieves all the stated objectives.
B	84-86	Good	Student demonstrates a good command of the content and methods of the course, reflects comprehension, and achieves the stated objectives.
B-	80-83	Significantly above Average	Student demonstrates a general command of the content and methods of the course and reflects and achieves the stated objectives.
C+	77-79	Above Average	Student demonstrates a general competence in the content and methods of the course.
C	74-76	Average	Student demonstrates average competence in the content and methods of the course.
C-	70-73	Below Average	Student demonstrates less than average competence in the content and methods of the course.
D+	67-69	Less than Satisfactory	Student demonstrates a partial knowledge of the content and methods of the course.
D	60-66	Marginal	Student demonstrates minimal knowledge of the content and

			methods of the course.
F	<60	Unacceptable	Student fails to demonstrate knowledge of the methods and content of the course.

Course Schedule. A copy of the Class and Advisor/Advisee Weekly Schedules will be distributed in class and posted on the Course Moodle page. ****The dates indicating weekly assignments for the semester are estimates and subject to change as necessary**.** Any changes will be announced in class and on Moodle.

Required Texts and Readings (* indicates available on Moodle*)

American Psychological Association (2009). *Publication manual* (6th ed.). Washington, DC: Author.

Beins, R. C., & Beins, A. M. (2008). *Effective writing in psychology: Papers, posters, and Presentations*. Malden, MA: Blackwell Publishing.

*Certain, L. K., & Kahn, R. S. (2002). Prevalence, correlates, and trajectory of television viewing among infants and toddlers. *Pediatrics*, 109, 634-642.

*Christakis, D. a., Zimmerman, F. J., DiGiuseppe, D. L., & McCarty, C. A. (2004). Early television exposure and subsequent attentional problems in children. *Pediatrics*, 113, 708-713.

*Courage, M. L., & Setliff, A. E. (2009). Debating the impact of television and video material on very young children: Attention, learning, and the developing brain. *Child Development Perspectives*, 3, 72-78.

*Foster, E. M., & Watkins, S. (2010). The value of reanalysis: TV viewing and attention problems. *Child Development*, 81, 368-375.

Mitchell, M. L., Jolley, J. M., & O'Shea, R. P. (2010). *Writing for psychology* (3rd 3ed.). Belmont, CA: Wadsworth/Cengage.

*Pempek, T. A., Kirkorian, H. L., Richards, J. E., Anderson, D. R., Lund, A. F., & Stevens, M. (2010). Video comprehensibility and attention in very young children. *Developmental Psychology*, 46, 1283-1293.

Additional References

Bell, J. (2004). *Evaluating psychological information* (4th ed.). Boston: Allyn & Bacon/Pearson.

Galvin, J. L. (2009). *Writing literature reviews: A guide for students of the social and Behavioral sciences* (4th ed.). Glendale, CA: Pyczak Publishing.

Lomand, T. C. (2009). *Social science research: A cross section of journal articles for discussion and evaluation* (6th ed.). Glendale, CA: Pyczak Publishing. (Required First Semester.)

Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Glendale, CA: Pyczak Publishing. (Required Second Semester)

Patten, M. L. (2005). *Preparing empirical research: A guide to the fundamentals* (3rd ed.). Glendale, CA: Pyczak Publishing.

- Patten, M. L. (2007). *Understanding research methods: An overview of the essentials* (6th ed.). Glendale, CA: Pyrczak Publishing.
- Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Glendale, CA: Pyrczak Publishing.
- Pyrczak, F. (2006). *Making sense of statistics: A conceptual overview* (4th ed.). Glendale, CA: Pyrczak Publishing.
- Pyrczak, F. & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak Publishing.
- Salkind, N. J. (2006). *Exploring research* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
- VandenBos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, DC: APA.

URLs of tutorials/websites related to Research Methods, Database Searches, Statistics, APA-style, etc.

APA style

<http://www.apastyle.org/>

<http://www.apastyle.org/learn/faqs/index.aspx>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://writing.wisc.edu/Handbook/DocAPA.html>

Websites of Research Methods textbooks

http://highered.mcgraw-hill.com/sites/0072986220/student_view0/index.html

http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/resch_wrk.html

The Scientific Method- Made Easy

<http://www.youtube.com/watch?v=zcavPAFiG14&feature=related>

Field Experiment, Willingness to Help

<http://www.youtube.com/watch?v=VsyfQeSITww&NR=1>

Social Psychology Experiment

<http://www.youtube.com/watch?v=cAR2G3XDTZU&feature=related>

Demo on Social Conformity

<http://www.youtube.com/watch?v=a71h6LZKXTc&feature=related>

Demo for Social Psychology Study

http://www.youtube.com/watch?v=MEL_W-YbgSY&feature=fvw

Introspection, Case Study, Survey, Correlation, Experiment

<http://www.youtube.com/watch?v=kyOIUekJmUA>

Research Methods

<http://www.youtube.com/watch?v=4QdAMTnA-6Q&feature=fvw>

<http://www.youtube.com/watch?v=xOqQcmG2-u0&feature=related>

Reviewing the literature

<http://www.youtube.com/watch?v=5gIFHG2Uzk4&feature=related>

<http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf>

http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample_apa_style_litreview.pdf
<http://owl.english.purdue.edu/owl/resource/670/03/>

Falsifiability and Scientific Thinking

<http://www.youtube.com/watch?v=b6TNCbXxVyY&feature=related>

Introduction to Research and Ethics

<http://www.spelman.edu/academics/irb/index.shtml>
<http://www.niehs.nih.gov/research/resources/bioethics/whatis.cfm>
<http://depts.washington.edu/bioethx/topics/resrch.html>
<http://www.socialresearchmethods.net/kb/ethics.php>
http://bioethics.od.nih.gov/ethics_clinical_trials.html
<http://med.brown.edu/fogarty/irb.htm>
<http://www.youtube.com/watch?v=Uzjv2hscucY&NR=1>

Interview on Experimental Psychology

<http://www.youtube.com/watch?v=3sa3WaanG0E>

Database search using Boolean operators

http://www.youtube.com/watch?v=Nuib_G7Jmqg&feature=related

Database search using Keywords

<http://www.youtube.com/watch?v=gy-mBbFEtig&feature=related>

Introduction to PsyINFO Database

<http://www.youtube.com/watch?v=P0dPR4JUjJo&feature=related>

PsyINFO Thesaurus Lookup

<http://www.youtube.com/watch?v=ENKIXWuETw0&feature=related>

Database search in PsyINFO

<http://www.youtube.com/watch?v=EFJVvZvH-AQ&feature=related>

Scholarly vs popular periodicals

<http://www.youtube.com/watch?v=VeyR30Yq1tA&feature=related>