

LSC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

UWUCC Use Only  
Number: 45  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. Title/Author of Change**

Course/Program Title: Minor in Psychology  
Suggested 20 Character Course Title: Psychological Inquiry  
Department: Psychology  
Contact Person: D.E. Grover, x2374, 2426

**II. If a course, is it being Proposed for:**

   Course Revision/Approval Only  
  X   Course Revision/Approval and Liberal Studies Approval  
   Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

<u>David E. Grover</u> Department Curriculum Committee	<u>G. Schneider</u> Department Chairperson
<u>Phonista</u> College Curriculum Committee	<u>William J. Cole</u> College Dean *

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost (where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted  
to LSC: 10/11/91  
to UWUCC: \_\_\_\_\_

Semester to be  
implemented:  
Fall 1992

Date to be  
published  
in Catalog:  
ASAP

## NEW COURSE PROPOSAL: PC 280 PSYCHOLOGICAL INQUIRY

### I. Catalog Description

PC 280 Psychological Inquiry

3c-0103sh

Prerequisites: PC 101, Minors

This course is intended to introduce students minoring in Psychology to issues central to carrying out and interpreting empirical research in the field. Students will become more sophisticated consumers of empirical research findings.

### II. PC 280 PSYCHOLOGICAL INQUIRY OBJECTIVES

This course is intended to introduce students minoring in Psychology to issues central to carrying out empirical research for gaining knowledge in the field. Some basic steps involved in planning a research study are emphasized. The course was developed for students to take early in their program to help them read research reports, alert them to a need for further study of statistical methods, measurement techniques, or other areas of research methodology in order to do research in Psychology or their field of specialization. After successful completion of this course the student should however be a competent consumer of the products of research inquiry.

TEXT: Dooley, D. (1990) Social Research Methods (2ndEd.)

### III. COURSE OUTLINE

#### Tentative Schedule of Topics

#### Week

1	Introduction to Course: The process of inquiry
2	Ethics in Research Inquiry
3	Argument from Evidence Scientific vs non scientific inquiry Experimental, Quasi Experimental & Non Experimental Methods Fit between Methods & Research Questions
4	Problem Statements, Hypotheses, and Research Questions
5	Analysis & Synthesis of Research: Review of Literature
6	Planning the Inquiry Identifying and Operationalizing Variables Causal and Non causal Inference Internal and External Validity Controlling Threats to Validity
7	Characteristics of Data

WEEK

8	Measurement Procedures/Tools
9	Research Design
10	Research Design
11	Organizing and Describing Data
12	Statistical Inference
13	Statistical Inference
14	Interpreting Results

## IV. EVALUATION METHODS

## EVALUATION

Students will be evaluated on the basis of their performance on the following activities: Exams, Out of class assignments, exercises and class participation.

A. Exams: A mid term and a final exam will be given on the dates indicated in the syllabus. 20 %

B. Written Assignments (3)

Assignment 1A: Overview of Research Proposal (2-3 typewritten pages, double spaced) 60 %

In this paper students are expected to clearly identify and specify a problem that can be meaningfully investigated through the inquiry process, including:

- a. the context and significance of the problem;
- b. the problem statement
- c. research questions or hypotheses needed to investigate that problem in that context
- d. definitions of terms
- e. first thoughts about conducting the literature review and methods for data collection

Students will attach to the paper a copy of the article that was most instrumental in suggesting this problem to them as having potential for investigation.

Students will submit 2 extra copies of their overview for distribution to other members of the class for critique.

Assignment 1B: Critiques of Overviews of two colleagues

Students will prepare a written critique of the Overviews submitted by two of their peers. The critique will be shared with the student who prepared the overview along with a critique prepared by the instructor.

**Assignment 2: Preliminary Draft of Research Proposal paper (typewritten, double spaced, APA style)**

This paper will include the ideas addressed in Assignment 1 and identify procedures to address research questions, or test hypotheses, to adequately investigate the problem identified. This includes:

- a. review of the relevant literature
- b. data to be collected (How? From whom? What instruments?)
- c. preliminary plans for organization and analysis of data;
- d. expected findings; tables for each research question or hypothesis

This should be a coherent paper with clear indications of the relationship among the problems, the research questions, procedures, and analyses.

**Assignment 3: Final Paper (typewritten, double spaced, APA style)**

This paper will be a revision of the paper submitted for Assignment 2.

**C.Exercises:** Several sets of exercises will be given. These exercises are designed to allow students to check their understanding of basic concepts and terms. A number of these exercises will deal with the appropriate selection, computation, and interpretation of statistical tests used in drawing conclusions from quantitative data.

15%

**D. Class Participation:** Students are expected to ask and answer questions in class as well as contribute relevant information and opinions to discussions. Students are expected to have mastered the reading material in preparation for lectures and discussions and to ask relevant questions regarding the assigned readings.

5%

**GRADES:** Each assignment will be assigned a point value as indicated. Final grades in the course will be based on the total number of points earned during the semester. The scale below is provided as a guide for the student.

All assignments are due at the end of class on the dates indicated on the syllabus. Unless special arrangements are made with the instructor prior to the due date, late assignments will be penalized 10% of the possible points for that assignment each elapsed day.

V. Textbook -- See above

VI. No Special Resources are needed.

### COURSE ANALYSIS:PC 280 PSYCHOLOGICAL INQUIRY

#### Section A: Details of the course

- A1 The course will replace a current requirement that Psychology Minors successfully complete PC 290 Research Design and Analysis I. The department feels that minors will be better served by a course design specifically for their needs. The course is also proposed as a writing intensive course to meet this Liberal Studies requirement. The course was designed to conform to the ten practices recommended for writing intensive courses and not to involve any of the practices deemed contrary to the spirit of writing intensive experiences.
- A2 No changes in existing courses are required.
- A3 Traditional offering.
- A4 No.
- A5 Not a dual level course.
- A6. No variable credit
- A7 Courses designed to inform students about the nature of Psychological Inquiry are a part of virtually every Psychology Department curriculum nation wide.
- A8 Although the skill taught in this course are essential for all members of the professional community, the course is not designed to meet specific requirements of this type.

#### Section B: Interdisciplinary Implications

- B1 One instructor
- B2 No additional courses are needed
- B3 While other departments may offer inquiry courses they are not directed specifically to inquiry as it is carried out in the discipline of Psychology as this course is intended to be.
- B4 If appropriate for the student, yes.

#### Section C Implementation

- C1 No additional resources will be needed. Faculty and facilities for the course will be freed up as a result of no longer requiring minors to take PC 290.
- C2 N\A
- C3 The course will be offered once per semester. Although it is recommended that the student take the course early in their minor program no seasonal demand need develop.
- C4 One

- C5 20 students. Because of the nature of the subject matter and the writing intensive structure of the course the enrollment should be restricted to a maximum of 20 students.
- C6 N/A
- C7 The course will be required of minors but will actually reduce by one credit the number of credits required for a minor in psychology.

Section D: Miscellaneous

The course has been designed to provide the students with a variety of both in class (Essay Examinations) and out of class writing experience. Although not all of the writing will be evaluated for a grade, more than 60% of the students grade will be based on the quality of their written work. Opportunities have been built into the course design for instructor and peer input and for the student to revise major written assignments. Along with approval for the course content, we are seeking a writing intensive designation for the course.

# WRITING ACROSS THE CURRICULUM REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

## TYPE I. PROFESSOR COMMITMENT

- ( ) Professor \_\_\_\_\_ Phone \_\_\_\_\_
- ( ) Writing Workshop? (If not at IUP, where? when? \_\_\_\_\_)
- ( ) Proposal for one W-course (see instructions below)
- ( ) Agree to forward syllabus for subsequently offered W-courses?

## TYPE II. DEPARTMENTAL COURSES

- ( ) Department Contact Person D.E. Grover Phone x2374, 2426
- ( ) Course Number/Title PC 280 Psychological Inquiry
- ( ) Statement concerning departmental responsibility.
- ( ) Proposal for this W-course (see instructions below)

## TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- ( ) Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_
- ( ) Course Number/Title \_\_\_\_\_
- ( ) Proposal for this W-course (see instructions below)

## SIGNATURES:

Professor(s) *D.E. Grover*

Department Chairperson *D. Schneider*

College Dean \_\_\_\_\_

Director of Liberal Studies \_\_\_\_\_

## COMPONENTS OF A "WRITING SUMMARY"

- (I) "Writing Summary" — one or two pages explaining how writing is used in the course. First, explain distinctive characteristics of the content or students which would help the Liberal Studies Committee understand the summary. Second, list and explain the types of writing activities: be especially careful to explain (1) what each writing activity is expected to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- (II) A copy of the course syllabus.
- (III) Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

REQUEST FOR APPROVAL TO USE W-DESIGNATION: PC 280  
PSYCHOLOGICAL INQUIRY

WRITING SUMMARY

PC 280 Psychological Inquiry is intended to introduce students minoring in Psychology to issues central to conducting and reporting knowledge gained from empirical research in the field of psychology. The major product that will be used in evaluating the performance of a student in the course is a research proposal (60%). In order to produce this proposal the students will be guided through a series of steps designed to provide feedback to the student on the logic of the inquiry they are proposing and the quality of their efforts to communicate their thinking to the instructor and their peers. This process includes producing a series of exercises, an overview of the proposal, a first draft of the proposal, and a final draft. Feedback will be provided both by the instructor and the student's peers at various stages of the process. Examinations used in this course will be in class short answer and short essay examinations designed to reinforce clear communication of knowledge as well as assess the knowledge gained from study of the material (20%).

Practices characteristic of writing intensive courses:

The course was designed with the ten practices in mind. Specifically, the research proposal will be developed through at least three stages, with extensive feedback being provided before the final paper is submitted. The final paper will be approximately 20 - 25 pages in length and therefore in and of itself constitute ample opportunity for the students to improve their writing skills.

Students will be provided with specific instructions for the major writing assignment and will be familiarized with the format outlined in the Publications Manual of the American Psychological Association.

Students will be required to produce samples of writing both in and out of class and will receive feedback of their writing from both peers and the instructor. They will prepare a draft of their major writing assignment and receive feedback on the draft before they prepare the final product.

Students will be encouraged to discuss the feedback they receive both with their peers and with the instructor.

It is hoped that proceeding step by step through the process of conceiving a research problem, formulating a series of research questions, reviewing relevant literature, formulating the design for an inquiry appropriate to the research questions and communicating the rationale and details of the proposal will make the relationship between the writing assignments and the content of the course clearly evident to the students. It is anticipated that between 80 - 95% of the students grade in the course will be based upon writing done both inside and outside of class.

A more detailed description of some of the anticipated assignments which involve student writing are included in the proposed course syllabus attached.



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October 8, 1991

SUBJECT: Writing Intensive

TO: Dr. Charles Cashdollar  
Liberal Studies Committee

FROM: Carl W. Schneider, Chairperson  
Psychology Department



The director of the undergraduate program, representing the undergraduate curriculum committee, will be responsible for assuring that the new course, Psychological Inquiry, meets the Writing Intensive guidelines whenever the course is being offered by the department regardless of who the instructor is.

cc: Dr. William Cale, Dean  
College of Natural Sciences and Mathematics

October 10, 1991

SUBJECT: Minor in Psychology

TO: University-Wide Curriculum Committee

THRU: Liberal Studies Committee ✓

FROM: Carl Schneider, Chairperson  
Department of Psychology

At its regularly scheduled meeting on July 9, 1991, the Psychology Department approved the following modifications to the minor programs in Psychology. The newly approved minor would consist of the following which includes a new course proposal (PC 280 - Psychological Inquiry).

This proposal was approved by the College of Natural Sciences and Mathematics Curriculum Committee on October 9, 1991.

Minor in Psychology

PC 101 General Psychology (meets Liberal Studies Social Science requirement)  
PC 280 or 290 (required)

Four additional Psychology courses chosen in consultation with the Psychology Department's Director of Undergraduate Studies to meet the student's individual and/or career goals. The minor would consist of 15-19 credits above Liberal Studies requirement depending on the student choice of electives.

Note: The name of the presently listed minor program will be changed to Minor in Psychological Science. The present proposal does not in any way affect the special minor program for Nursing majors currently in force.

We are requesting the approval of this new minor option, the new course proposal (PC 280) as a writing intensive course and the change in name of the current minor in Psychology.

Thank you for your prompt attention to this matter.