

14-157  
 LSC-App-3/26/15  
 UWUCC-App-4/14/15  
 SENGH APP-4/28/15

**REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION**

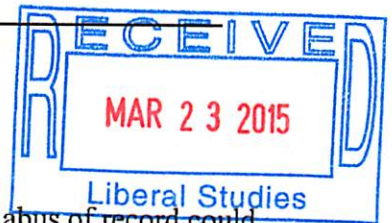
**TYPE II DEPARTMENT COMMITMENT**

Professor William Meil

Department Psychology

Email meil@iup.edu

Course Psyc 290 Research Design & Analysis I



Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Approvals:	Signature	Date
Professor (s)	<i>William Meil</i>	3/17/2015
Department Chair	<i>Randy Paul</i>	3/17/15
College Dean	<i>[Signature]</i>	03/23/15
Director of Liberal Studies	<i>[Signature]</i>	3/9/15
UWUCC Co-chair(s)	<i>Gail Sechrist</i>	4/14/15

## **Psychology Department Statement of Responsibility for All Writing-Intensive Courses:**

Prior to teaching a Writing-Intensive Course each faculty member will be given and asked to sign a copy of this agreement by The Psychology Department Chair.

A faculty member assigned to teach a Program Writing-Intensive Course agrees to the following criteria:

- Writing assignments are a major part of the course and will be integrated into the course to enhance student learning.
- Writing assignments may take a number of forms such as, lab assignments, journals, case studies, research papers, grant proposals, answers to essay questions on exams, etc.
- The improvement of student writing is a clear objective of the course.
- Students will be given written instructions that describe the major criteria for the evaluation of assignments.
- Students will receive education in the way in which psychological science is communicated within the field of Psychology.
- Students are expected to produce a minimum of 5000 words (15-20 pages typed) of writing that will be critically evaluated.
- Writing assignments must include at least one major assignment.
- Students will be required to submit drafts of at least one major assignment that will be returned with instructor comments/suggestions for improvement prior to handing in the final assignment. This will provide students with the opportunity to revise their written work.
- Students will submit final copies of their written work for critical evaluation.
- Instructor evaluation of written work will comprise at least 50% of the course grade.

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**Faculty teaching a Writing-Intensive Course**

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**Date**

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**Department Chair**

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**Date**

## Psychology 290 – Research Design and Analysis I

W03: Tues/Thurs 9:30-10:45, Lecture, UHLER 114; 11:00-11:50, Lab, UHLER 110

W04: Tues/Thurs 2:00-3:15, Lecture, UHLER 114; 3:30-4:20, Lab, UHLER 110

Spring 2015

### SYLLABUS

**Instructor:** Instructor, Ph.D.  
**Office:** Uhler Hall, Office  
**Telephone:** 724-357-  
**Email:** @iup.edu  
**Office Hours:** Monday: 11:00-12:00, Tuesday: 8:00-9:00 and 1:00-2:00, Thursday: 1:00-2:00, Friday: 11:00-12:00, or by appointment

#### Required Texts and Materials

1. Gravetter, F. J., & Wallnau, L. B. (2009). *Statistics for the Behavioral Sciences (8th ed.)*. Belmont, CA: Wadsworth Cengage Learning.
2. Cozby, P. C. (2014). *Methods in behavioral research (12<sup>th</sup> ed.)*. New York, NY: McGraw Hill.
3. You will also need to use a calculator that squares numbers.

#### Optional Text (available in library and my office)

1. American Psychological Association. (2010). *Publication manual (6<sup>th</sup> ed.)*. Washington, DC.

#### Undergraduate Catalog Description & Prerequisites

Research Design and Analysis I is a laboratory course devoted to designing, conducting, and evaluating results of psychological experiments. (3c-21-4cr). Prerequisites: PSYC 101, MATH 217. Carries writing intensive credit.

#### Course Overview & Objectives

In order to become an intelligent consumer and producer of behavioral research, it is important to (1) become proficient in research design and data analysis, and (2) develop a skeptical, questioning attitude towards the ideas and research you encounter. 3) become proficient at written communication of research results. A point worth noting is that competence in these areas builds slowly, but competence does grow if you put effort into mastering this material. As this is designated a writing intensive course, you will have regular writing assignments. You will receive feedback on several assignments, allowing for their revision prior to submission of your final APA research paper.

#### By the end of this course, you should be able to:

1. articulate how scientific research has contributed to knowledge in psychology and related fields.
2. critically analyze research findings you encounter in everyday life.
3. understand and implement the basic methods used in psychological research.
4. analyze data by hand and in SPSS (statistical software) and interpret it.
5. write a research paper using the American Psychological Association (APA, 6<sup>th</sup> ed.) format.
6. adhere to the ethical guidelines involved in psychological research.

## Psychology 290 – Research Design and Analysis I

7. discuss the strengths and weaknesses of quantitative research design.

### Course Format

1. This course is writing intensive. You will write multiple drafts and receive feedback via track changes.
2. Class will be primarily lecture-oriented but also interactive in nature. Class participation is expected. Lab sessions will involve independent and collaborative applications of course material.
3. Readings are to be completed IN ADVANCE of the class in which they will be discussed.
4. This course is supported by D2L (Desire to Learn). All course materials, feedback, and grades will be available to you via D2L. You will be expected to submit written assignments on D2L in .doc or.docx formats.

### Course Grades

You will be able to access your grades on D2L. Your overall grade in this course will be determined by:

	How Many Count	Points per Item	Total Points	Percent
1. Exams, including the final	3	100	300	43%
2. APA Research Paper (Working Drafts)	4	50	200	28.5%
3. APA Research Paper (Final Draft)	1	200	200	28.5%
<b>Total</b>	--	--	<b>700</b>	<b>100%</b>

### Final Course Grades

Final course grades will be based on the total points earned during the semester

Percent of Total	Grade
90-100%	A
80-89.9%	B
70-79.9%	C*
60-69.9%	D
< 60%	F

### Exams (3)

There will be 2 closed-book exams during the regular semester and a third closed-book exam during finals week. Each exam is worth 100 points. There will be a combination of multiple-choice, true-false, short answer, and statistical computation (by hand and in SPSS) questions on the exams. The exams are individual assessments of your knowledge, application of, and ability to critically think about the course material. Exams will not be cumulative per se, although mastery of previous material is absolutely essential in order to excel on the exams.

### **APA Research Paper (4 drafts and a final copy)**

An essential aspect of experimental psychology is to communicate the rationale for a research study, describe the methods of that study so others can replicate the project, report the results of the research, and discuss the findings as to whether they support the initial hypotheses and what the study contributes to the literature in the field. Students will conduct a class research project and be responsible for writing a research paper that addresses these aspects of psychological science. You will receive numerous handouts regarding the details of the APA Research Paper. It is your responsibility to read and use these materials. Generally speaking, you will conduct a literature review on a topic provided by the instructor. After training, you will be asked to test participants. You will enter data into SPSS, which will be compiled and analyzed as a class. This project will be completed incrementally, and drafts will be due periodically throughout the semester. It is worth pointing out that all drafts are considered to be formal papers, so clear communication counts. It is easy for ideas and facts to get lost when they are surrounded by poor grammar, bad punctuation, and run-on sentences. You will also be responsible for learning common APA rules, which will be provided in handouts throughout the semester. Write...then edit... and then edit again! By submitting drafts of your Introduction, Methods, Results, and Discussion sections this process will ultimately shape your completed Final APA Research Paper (15-20 pages in length).

### **Course Policies and Resources**

In addition to maturing academically and intellectually, I believe college should challenge students to: (a) think and communicate in a critically constructive manner, and (b) develop a work ethic that focuses on personal responsibility and integrity. The policies and resources in this course will help prepare students to be graduate students or future employees. I also strive to be fair with all students, so these policies are absolutely necessary and strongly enforced.

1. **Course Schedule.** Please note that the course schedule is subject to change. All changes will be announced in class. It is your responsibility to note any changes as they occur.
2. **Communication.** I may send messages to your IUP email account. It is your responsibility to check your account regularly. I check email daily, so it is a quick and reliable way to reach me. If you email me, please be professional, which includes using punctuation, capitalization, spelling, and proper grammar. I will not spend time deciphering unclear emails. Additionally, always include an appropriate subject line for your email.
3. **Attendance.** Consistent with IUP policy, students are expected to attend class. We will be engaging in discussions and activities that cannot be duplicated by copying a classmate's notes. Additionally, past experience indicates that students who attend class tend to perform better academically. It is your responsibility to come to class and actively participate. It is recognized that students may miss class due to illness or personal emergencies. However, if you miss class, it is your responsibility to get notes and updated course information. Do not wait until it is too late to discuss why you are missing class.
4. **Late/Missed Work.** All course work is to be completed on time without exception. The only valid reasons for turning in writing assignments late are: (a) medical situation, (b) death in family, (c)

participating in an event off-campus where you are representing IUP, or (d) work-related/family situation. These instances must be supported by valid, written documentation (e.g., physician's note) that I receive in a timely manner. I will assess the validity of all paperwork. If the absence is excused, your work will not be penalized. However, any work submitted after its due date (without a valid excuse) will be penalized at the rate of -10% of the work's value per each day late (including weekends).

5. **Make-up Exams.** It is in your best interest to take the exams when scheduled. Because students who take make-up exams have more time to study, make-up exams may be more difficult than the original exams. Make-up exams will be permitted (at my convenience) only when a student meets one of the four excused absences provided in the Late/Missed Work Policy section and can provide valid, written documentation in a timely manner. Unless there are serious extenuating circumstances (e.g., you were in the hospital), if you fail to **contact me in advance** of missing an exam, you forfeit the chance to receive a make-up exam, and a grade of 0 will be assigned. Being unprepared, hungover, or sleep deprived is not a true emergency; it is a life lesson.
6. **Students with Special Concerns.** If you have a learning disability or any other special needs that may require some type of accommodation, please contact the instructor as soon as possible so that provisions can be made to accommodate your needs. To learn about IUP's services, visit <http://www.iup.edu/disabilitysupport/default.aspx>.
7. **IUP Writing Center.** The IUP Writing Center is open to all students. Peer tutors are available to review writing assignments and help you compose or revise drafts. Some tutors may also be able to assist with basic APA formatting. The Writing Center is located in 218 Eicher Hall (on Grant Street). No appointment is needed. For more information, such as hours of operation, please visit: <http://www.iup.edu/writingcenter/> or call: 724-357-3029.
8. **D2L: Desire to Learn (Online Course Materials).** Important course documents will be posted on D2L for you to access and download, particularly in the event you must miss class. You will submit assignments via D2L in .doc or .docx formats. Because I need to know who submitted the assignment, you must also use proper file names when saving your assignments (e.g., yourname\_introduction, yourname\_results, etc.) to **avoid a 1-point penalty** on the assignment (it adds work for me if I have to do it). Instructor feedback on assignments will also be available on D2L.
  - a. Learn more about D2L: <http://www.iup.edu/itsupportcenter/d2l/>
  - b. Log into D2L: <http://www.iup.edu/itsupportcenter/howto.aspx?id=71459>. The password for logging into D2L is the same password used to logon to a campus computer. You may have to reset your password in URSA if it has expired. To log in to D2L, go here: <https://d2l.iup.edu/>
  - c. Student FAQ: <http://www.iup.edu/itsupportcenter/howto.aspx?id=110289>.