# Adding a New Course to the Curriculum

This course is available for student registration only after the approval process has been completed.

**Subject:** PSY  
**Course No.:** 4514  
**Credit Hours:** 4  
**Term to Be Added to the File:** Fall 2013

*Justify level if 1000-level+ and no co- or prerequisites*

- **Class Hours:** 60  
- **Lecture Hours:** 30  
- **Lab Hours:** 30  
- **Contact Hours (CEU Only):**

**Department:** School of Psychology  
(e.g., Computer Sciences)  
**Schedule Type:** Lecture/Lab (A, B)  
(e.g., Lecture, Lab or Special Topics/Project)

- **College of Aeronautics – 23**  
- **College of Psychology and Liberal Arts – 25**  
- **College of Science – 26**  
- **College of Engineering – 1**  
- **Extended Studies Division / Nathan M. Bisk College of Business – 90**

**Computer Title:** Restricted to 25 characters, including spaces  
**Res Math & Stat 2**

**Dual-Prefix, Bi-Level, Full-Load:**  
- **Yes**  
- **No**

**Catalog Title:** Psychological Research Methods and Statistics 2

**Catalog Description of Course:** Restricted to 350 characters, including spaces

> Provides an in-depth analysis of experimental research design and laboratory procedures. Introduces analysis of between and repeated design experimental data using analysis of variance. Includes a laboratory component in which students perform all phases of a research project.

This description has been approved by the catalog office  
**Catalog Director:**  
**Date:**  
10/18/12

In addition, please attach a course syllabus and/or more detailed description.

**Restrictions:**
- **Prerequisite:** PSY 2512  
- **Corequisite:**

**Grades to Be Issued:**
- **A, B, C, D, F**  
- **A, B, C, D, F, CEU/Audit**  
- **CFU**  
- **S, U**  
- **P, F**  
- **Other**

**Additional Restriction:**
(Example: Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in Banner, please indicate old course information and the date/term the course may be removed from the system.

**Subject:** PSY  
**Course No.:** 3513  
**Term to Inactivate:** Fall 2013

- **This course will be used to measure program-level student learning outcomes. Associate vice president for Institutional compliance signature required.**

**Approvals:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

**Chair, Graduate Council:**  
**Date:**  
10/18/12

**Chair, Undergraduate Curriculum Committee:**  
**Date:**  
10/18/12

**Catalog Director:**  
**Date:**  
10/18/12

**Registrar’s Use Only:**

- **SCACRSE**
- **SCADETL**
- **SCAFFREQ**
- **SCABASE**
- **SCARRIES**
- **Operator Init.**
- **Date:**
October 18, 2012

Monica Baloga  
Associate Vice President, Institutional  
Compliance and International Programs  
Chair, Academic Programs Assessment Committee  
Florida Institute of Technology

Dear Dr. Baloga:

The School of Psychology is proposing to replace the current PSY 3513: Research Methods and Statistics 2 class with the new PSY 4514: Research Methods and Statistics 2 class, effective for the Fall 2013 semester. PSY 3513 is currently attached to four program-level, student learning outcomes for the following degrees: Psychology, B.A.; Psychology, B.S.; and Forensic Psychology, B.A.

The changes to the current course, requiring the course to be moved up to a 4000-level course, are related to the university’s Quality Enhancement Program. PSY 4514 will require students to spend more time on the course capstone Main Research Project, incorporate journaling and goal assessments into the small group meetings, and to present the findings to a wider audience. The assignments related to assessment items (constructing a survey assignment, choosing the appropriate statistic assignment, and the formal paper and presentation linked to the Main Research Project) will not be altered from their current form in any way that would affect assessment.

As the Divisional Review Committee representative for the School of Psychology, I have reviewed the course changes and have communicated with the faculty involved in teaching the new PSY 4514. All assessment-relevant assignments will remain the same and data collection from the assessment items will proceed in the same manner as it did with PSY 3513.

Sincerely,

[Signature]

Vanessa Edkins, Ph.D.  
Chair, Undergraduate Psychology Program  
Psychology Representative to the Academic Program Assessment Committee

Florida Institute of Technology  
College of Psychology and Liberal Arts  
School of Psychology

High Tech with a Human Touch™

150 West University Boulevard, Melbourne, FL 32901-6975 ■ (321) 674-8104 ■ Fax: (321) 674-7105
PSY 4514: Psychology Research Methods and Statistics II

Instructor: Vanessa Edkins, Ph.D.
Email: vedkins@fit.edu
Phone: 674-7612
Office: 166 Psychology Building
Office Hours: Monday from 1:00-2:00pm and Friday from 11:30-12:30pm.

Lab Teaching Assistants:
Section 1 (MW lab): Katrina Piccone – kpiccone2008@my.fit.edu
Section 2 (TR lab): Rana Moukarzel – rmoukarzel2009@my.fit.edu

Lecture: Monday and Wednesday, 11:00-12:15pm in 404 Crawford
Labs:
   Section 1: Monday and Wednesday, 2:00-3:15pm in 120 Olin Life Sciences
   Section 2: Tuesday and Thursday, 8:00-9:15am in 120 Olin Life Sciences

Class Website: Psych Research & Stats 2 on ANGEL

Textbooks:


SINCE THESE ARE THE SAME BOOKS USED FOR RESEARCH METHODS AND STATISTICS I, THERE IS NO EXCUSE FOR YOU NOT HAVING ALL THREE BOOKS. BY WEEK 3, IF STUDENTS ARE NOT BRINGING EVERY BOOK TO LAB, THEY WILL BE DEDUCTED 5% IN THEIR OVERALL GRADE FOR EVERY 3 LAB PERIODS THEIR BOOKS ARE ABSENT.

Nature and Purpose of the Course:
This is the second in a two-course sequence that covers research methods and elementary statistics. We will be working from the basic knowledge of research and statistics that you acquired in Research Methods and Statistics 1 and expand it to include more complex statistics and research designs.

Objectives:
The course is designed to develop the following knowledge and skill domains in research design:
- Constructing valid and reliable surveys/questionnaires
- Designing experiments and understanding hypothesis testing
- Understanding how concepts such as power and effect size influence interpretation of your results
- Distinguishing between experiments and quasi-experiments and understanding the important differences and limitations

The course is designed to develop the following knowledge and skill domains in statistics:
- Using t Tests to compare means
- Understanding the relationship between t Tests and the F statistic
- Proper use and understanding of ANOVAs using within or between subjects designs and one or two independent variables
- Basic understanding of ANOVAs with more than one dependent variable
Multiple Regression

ASSIGNMENTS AND EXAMS

Exams:
Four tests will be administered in class and during finals week. The exams will be multiple choice and short answer. They will be partially comprehensive in that there will be a few questions that cover basic concepts from previous sections of the course, but I’ll let you know specifically what those questions will cover. Tests and the final exam constitute 45% of the total grade.

Research Project:
Students will work in small groups to complete a survey construction project and a major research project involving developing an idea, collecting and analyzing data, and writing a research report. Performance on the projects is worth 30% of the total grade.

Homework Assignments:
The course will involve several homework assignments related to the material covered. Performance on these assignments is worth 25% of the total grade. Homework will be assigned and handed in during your lab. Near the end of the semester, one extra credit assignment will be assigned and will replace your lowest homework grade.

Grading:
Three tests will be given throughout the semester and one cumulative final exam during exam week. Each test covers material in the text, lectures, and labs and may consist of both multiple choice and short answer questions. You will also be graded on nine lab assignments and a major research project.

Course grades will be determined by the following scheme:
Test 1: 10%
Test 2: 10%
Test 3: 10%
Final Exam: 15%
Assignments: 25%
Survey Project: 10%
Major Research Project/Presentation: 20%

Tests and projects will be assigned a grade using the following criteria:
90%-100% A
80%-89% B
70%-79% C
60%-69% D
below 60% F

Grading Policy:
Because research in Psychology requires both theoretical knowledge and practical skills, you must master both of these components in this course. To pass this class you must earn a passing grade in each of two parts: Exams and Research Project. If your grade in either one of these parts is less than passing, but your total grade is a passing grade, you will not be given a passing grade.

Incompletes:
Incompletes will only be given in the event of personal health problems or other uncontrollable tragedies that take place late in the semester. Documentation will be required.
POLICIES

Attendance:
You must present a written excuse if you miss class or labs. You are allowed 2 unexcused absences for class and 2 unexcused absences for labs. Each additional absence will result in a reduction of half a letter grade and after 10 absences, you will fail the class. Late arrival to class will be counted as one-half of an absence. However, if you are late, please check with the instructor to make sure that you have been marked as present.

Classroom Demeanor:
• Come to class on time. Don’t leave early. (See Attendance section for late penalty.)
• Don’t skip class. If you do, present a written reason to the instructor.
• Focus on the class that you’re in, not other classes (e.g., don’t do homework for another class).
• You may bring your laptop to class to take notes, but you may not use it for other purposes, such as checking email, surfing the web, etc.
• Please turn off cell phones.
• Staying awake is always welcome, even when the material is dry or difficult.

Lab Demeanor:
• Come to class on time. Don’t leave early. (See Attendance section for late penalty.)
• Computers may only be used for lab projects. No email! No IM! No Facebook!

NOTE: I HAVE TOLD THE LAB INSTRUCTORS THAT STUDENTS CAUGHT USING THE COMPUTERS FOR PERSONAL TASKS (E-MAIL, FACEBOOK, ETC.) ARE TO BE GIVEN A ZERO ON WHATEVER HOMEWORK ASSIGNMENT THEY WERE SUPPOSED TO BE WORKING ON. ABSOLUTELY NO EXCEPTIONS WILL BE MADE. SERIOUSLY.

Lecture Outlines:
It is my goal to make an outline of the notes for each lecture available to download from the course web site. I will make every effort to make the outlines available the day before the associated lecture, but cannot guarantee this (they may not be available until the morning of the associated lecture). Keep in mind, these are outlines designed to make it easier for you to take notes during class. They do not substitute for attending class and will not provide all the information needed for the exams.

Assignments:
All assignments must be turned in at the beginning of class, on the day that they are due. Late assignments will not be accepted unless you present a written excuse. Written excuses include death in the family or serious medical problem. Athletes and ROTC students who will miss class due to a scheduled event must turn in the assignments early. To turn in an assignment early, bring it to the Psychology main office to be date stamped then place it in the instructor’s mailbox in the front of the Psychology building.

Make-Up Exams:
There will be no make-up tests in this course. If an emergency arises and you miss a regular test, the final exam will serve as a make-up. The final exam can be used to replace any number of missed tests from one to all three. The final exam cannot be used to replace existing test scores. I strongly advise all students to prepare for and take each of the regular tests.

Academic Honesty:
Individual work:
All work in this class must be performed individually, although mutual help among students is encouraged. All projects are assumed to be individual projects unless explicitly stated otherwise by the instructor. Plagiarism is defined as inappropriate use of others’ work, including that of classmates and published materials. The use of one’s own papers and materials prepared for another class without permission of the instructor is considered
plagiarism. The APA Publication Manual describes the appropriate citation for published materials. Students caught plagiarizing will receive an “F” on the assignment and be reported to the Office of Student Affairs.

Helping others:
You may help others with their projects by demonstrating technical skills (e.g., showing someone where to find a command in a menu structure) but you may not pass any materials to others either electronically or otherwise. In other words, you can tell classmates how to do something, but you can’t do it for them. You also may not walk a student through the whole project step-by-step. A primary indicator of plagiarism is nearly-identical projects. If you turn in a project that is nearly identical to someone else’s, we will examine them very carefully for plagiarism.

If you are having difficulty with a project, you should first try to get help from the lab Teaching Assistant. Obviously, if you are working at the last minute, this may be difficult. Remember: You can help other students understand the procedures and methods for performing a project (e.g., labeling a variable in SPSS). However, you may not do the work for them, and you may not walk them through the project step-by-step.

Florida Tech statements on plagiarism:
College of Psychology and Liberal Arts Statement on Academic Dishonesty: Academic dishonesty is the willful misrepresentation of all or any part of another’s work as one’s own. Copying another’s answers or giving or receiving proscribed assistance during classroom or take-home examinations, assignments, papers, research reports, and projects is cheating. Plagiarism in all its forms is cheating; it is the student’s responsibility to understand academic expectations for attribution and citation. A student who aids another in cheating shares the guilt of the offense. Additional details concerning academic dishonesty and university policies can be found on the Psychology web site and at http://www.fit.edu/current/plagiarism.pdf. The College of Psychology and Liberal Arts pursues all cases of academic dishonesty vigorously, according to University guidelines.

TurnItIn.com:
Florida Tech has contracted with a private company, TurnItIn.com, to help identify plagiarized papers. Papers written for this course must be submitted electronically to the TurnItIn.com web site for screening. Papers that are not submitted to TurnItIn.com will not be graded.

Special Arrangements:
If you require special arrangements, please discuss that with me during the first week of class.
COURSE OUTLINE

(Subject to change. You will learn of any changes in class.
Reading assignments should be done before the corresponding day of class.)

Note: If you are in the Tuesday/Thursday section of the lab, your assignment will be due on lab days (one day after the due date listed here). If there is no lab on a Monday due to a holiday, then you do not have lab on that Tuesday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture/Lab Reading</th>
<th>Lab Topic</th>
<th>Due</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>M 8/22</td>
<td>Course Introduction</td>
<td></td>
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<td>Review</td>
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<tr>
<td>W 8/24</td>
<td>Survey Research</td>
<td>Schwarz article Mitchell &amp; Jolley, Ch. 8</td>
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<td>Review</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>M 8/29</td>
<td>Internal Validity</td>
<td>Mitchell &amp; Jolley, Ch. 9</td>
<td>Survey Construction</td>
<td>Review Assignment</td>
</tr>
<tr>
<td>W 8/31</td>
<td>Probability and the Binomial Distribution</td>
<td>Pagano, Ch. 8 &amp; 9</td>
<td>Survey Construction</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>M 9/5</td>
<td>NO CLASS: Labor Day</td>
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<td>NO LAB</td>
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<tr>
<td>W 9/7</td>
<td>Probability and the Binomial Distribution</td>
<td>Pagano, Ch. 8 &amp; 9</td>
<td>Assignment 1: Probability</td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>M 9/12</td>
<td>Probability and the Binomial Distribution</td>
<td>Pagano, Ch. 8 &amp; 9</td>
<td>Assignment 1: Probability</td>
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<tr>
<td>W 9/14</td>
<td>TEST 1</td>
<td><strong>Covers:</strong> Mitchell &amp; Jolley, Ch. 8 &amp; 9 Pagano, Ch. 8 &amp; 9</td>
<td>APA Style and Format</td>
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<td><strong>Week 5</strong></td>
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<tr>
<td>M 9/19</td>
<td>Introduction to Hypothesis Testing The Simple Experiment</td>
<td>Pagano, Ch. 10 Mitchell &amp; Jolley, Ch. 10, pp. 334-349</td>
<td>Analyzing Survey Results</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>W 9/21</td>
<td>Introduction to Hypothesis Testing The Simple Experiment</td>
<td>Pagano, Ch. 10 Mitchell &amp; Jolley, Ch. 10, pp. 334-349</td>
<td>Assignment 2: Review of z scores</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Monday 9/26</td>
<td>Power Sampling Distributions</td>
<td>Pagano, Ch. 11 &amp; 12 Mitchell &amp; Jolley, Ch. 10, pp. 349-368</td>
<td>Assignment 2: Review of ( z ) scores</td>
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<tr>
<td>Wednesday 9/28</td>
<td>( t ) Tests – Single Samples</td>
<td>Pagano, Ch. 13 Mitchell &amp; Jolley, Ch. 10, pp. 368-381</td>
<td>Assignment 3: ( t ) Tests I</td>
<td>Assignment 3</td>
</tr>
</tbody>
</table>

| Week 7 | Monday 10/3 | \( t \) Tests – Single Samples | Pagano, Ch. 13 Mitchell & Jolley, Ch. 10, pp. 368-381 | Assignment 3: \( t \) Tests I | Assignment 2 |
|--------|-------------|-----------------------------|--------------------------------------------------|--------------------------------------|------------------------|-------------|
| Wednesday 10/5 | \( t \) Tests – Correlated and Independent Groups | Pagano, Ch. 14 | Assignment 4: \( t \) Tests II | Assignment 3 |

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<thead>
<tr>
<th>Week 8</th>
<th>Monday 10/10</th>
<th>NO CLASS: Fall Break</th>
<th>NO LAB</th>
<th>Assignment 4: ( t ) Tests II</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 10/12</td>
<td>TEST 2</td>
<td>Covers: Mitchell &amp; Jolley, Ch. 10 Pagano, Ch. 10-14</td>
<td>Assignment 4: ( t ) Tests II</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Week 9</th>
<th>Monday 10/17</th>
<th>Introduction to ANOVA</th>
<th>Pagano, Ch. 15</th>
<th>Assignment 5: One-way ANOVA; Main Research Project (MRP) Assigned</th>
<th>Assignment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 10/19</td>
<td>Introduction to ANOVA</td>
<td>Pagano, Ch. 15</td>
<td>Assignment 5: One-way ANOVA; Develop MRP Hypothesis/Method</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Monday 10/24</th>
<th>Review ANOVA Factorial Designs</th>
<th>Pagano, Ch. 15 Mitchell &amp; Jolley, Ch. 12</th>
<th>MRP: Integrate Lit Reviews, discuss informed consent</th>
<th>Assignment 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 10/26</td>
<td>Two-way ANOVA</td>
<td>Pagano, Ch. 16</td>
<td>Assignment 6: Two-way ANOVA</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Monday 10/31</th>
<th>Two-way ANOVA</th>
<th>Pagano, Ch. 16</th>
<th>Assignment 6: Two-way ANOVA</th>
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<tbody>
<tr>
<td>Wednesday 11/2</td>
<td>Two-way ANOVA (cont.)</td>
<td>Pagano, Ch. 16</td>
<td>MRP: Presentations</td>
<td>MRP Hypothesis and Method</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Textbook(s)</td>
<td>Assignments</td>
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<tr>
<td>Week 12</td>
<td>M 11/7</td>
<td>Matched Pairs, Within-Subjects, and Mixed Designs</td>
<td>Mitchell &amp; Jolley, Ch. 13</td>
<td>Assignment 7: One-way repeated ANOVA</td>
</tr>
<tr>
<td></td>
<td>W 11/9</td>
<td><strong>TEST 3</strong></td>
<td><strong>Covers</strong>: Mitchell &amp; Jolley, Ch. 12 &amp; 13 Pagano, Ch. 15 &amp; 16</td>
<td>Assignment 7: One-way repeated ANOVA</td>
</tr>
<tr>
<td>Week 13</td>
<td>M 11/14</td>
<td>Chi-Square and Other Nonparametric Tests</td>
<td>Pagano, Ch. 17</td>
<td>Assignment 8: Chi-Square</td>
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<tr>
<td></td>
<td>W 11/16</td>
<td>Chi-Square and Other Nonparametric Tests</td>
<td>Pagano, Ch. 17</td>
<td>Assignment 8: Chi-Square</td>
</tr>
<tr>
<td>Week 14</td>
<td>M 11/21</td>
<td>Single-(n) Designs and Quasi-Experiments</td>
<td>Mitchell &amp; Jolley, Ch. 14</td>
<td><strong>NO LAB</strong>: work on MRP</td>
</tr>
<tr>
<td></td>
<td>W 11/23</td>
<td><strong>NO CLASS</strong>: Thanksgiving Break</td>
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<td><strong>NO LAB</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td>M 11/28</td>
<td>Review of Inferential Statistics I</td>
<td>Pagano, Ch. 18</td>
<td>MRP: Data Analysis; Assignment 9: Choosing a Statistic</td>
</tr>
<tr>
<td></td>
<td>W 11/30</td>
<td>Review of Inferential Statistics I</td>
<td>Pagano, Ch. 18</td>
<td>MRP: Data Analysis;</td>
</tr>
<tr>
<td>Week 16</td>
<td>M 12/5</td>
<td>Catch-up and Final Exam Review</td>
<td></td>
<td>MRP Presentations</td>
</tr>
<tr>
<td></td>
<td>W 12/7</td>
<td>Final Exam Review</td>
<td></td>
<td><strong>NO LAB</strong></td>
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</tbody>
</table>

**FINAL EXAM**: TBA. ALL PSYCHOLOGY EXAMS ARE SUBJECT TO CHANGE DEPENDING ON CLASSROOM CONFLICTS. DO NOT MAKE HOLIDAY PLANS BEFORE THE SCHOOL OF PSYCHOLOGY HAS POSTED THEIR FINAL EXAM SCHEDULE – DO NOT RELY ON THE SCHEDULE POSTED BY THE REGISTRAR.
Main Research Project and Presentation

**NOTE:** This handout is your new best friend. It can answer all of your questions (please refer to it before asking project-related questions to your professor or TA) and with the grading rubric provided at the end, everyone should be able to fulfill all project requirements.

This is worth 20% of your final grade. In this project, you will develop and carry out all aspects of an empirical study. That is, you must manipulate at least one variable and hold other variables constant in order to create high internal validity. Then you will write individual A.P.A. style reports of that research.

Students who hope to enter a graduate program should view this project as an opportunity to perform research that will enhance their applications by completing a high quality study that can be presented at a regional conference (e.g., the Psi Chi session of the Southeastern Psychological Association).

**Research Ideas:** START NOW!!! Choose a topic in which you are interested. Talk to me about it, or talk to other faculty members for whom this area is their major expertise. Use PsycInfo and start reading some papers on your topic (you’ll need at least 10 for your lit review anyway). Look at what other people have done in this area and think about how you could do a similar (yet somewhat different) study.

**Meeting Minutes:** Each time your group meets, you will record minutes. These will help you in remembering who is in charge of doing what, and in keeping track of what needs to be completed. At the end of each meeting minutes, you will answer three questions: 1. What progress was made toward your goals for this week?; 2. What are your goals for next week?; and 3. What obstacles have you encountered and how are you overcoming them?

**Literature Review:** Your introduction section must contain a literature review that includes at least 10 primary or secondary sources that you have obtained and read. Approved primary sources include journal articles, monographs, theses, dissertations, and technical reports. A monograph is a book that presents one theory, study, or body of knowledge in a field. The only approved type of secondary source is a chapter in an edited book. Textbooks, websites, and encyclopedic sources don’t count toward your ten sources, but they can be used as additional sources.

In addition to citing these articles in your paper, they should help to give you examples of the scientific writing style. You should pay attention to the literature reviews in these papers to see how they integrate information into hypotheses. You should also take a look at how these articles structure their method and sections, especially if they use similar methods to the one you’re using. Finally, these articles will give you an idea of how to write a discussion section at the end of your paper.

**Proposal:** During lab, your group will present your hypotheses, proposed method, and stimuli to the class, your T.A., and myself. This should be a short, PowerPoint presentation that clearly outlines the project, and shows you have an understanding of the underlying theory and of the requirements going forward. The presentation needs to conclude with a specific timetable outlining each step for the remainder of the semester.
**Hypotheses and Method:** Come up with hypotheses based on the research you review. Develop a research design to test these hypotheses. Your design should be based on the resources you have available (e.g., students). Keep in mind constraints such as time, money, lab equipment, etc.

You should manipulate at least one variable. My standard for this study is that it must have high internal validity. External validity is desirable, but not essential. The study need not break new ground or be of publishable quality. However, it must not be a direct copy or replication of an existing study; there must be at least some original thinking.

Your sample must be large enough to test your hypothesis. How big? It depends on your design. Please consult the instructor or T.A. for help with this.

**Data Analysis:** You may need to work with me or the T.A. on the data analysis and you will have specific lab time set aside for data analysis. The data should be coded and entered into SPSS by the time you meet with us. However, if you have questions about the data entry itself, please ask.

**Written Report:** As in previous projects, each person should write an A.P.A. style report, including all the major sections (not just those listed above). The report should include:
1. All the standard sections of the A.P.A. manuscript.
2. At least one table.
3. At least one figure.

**Presentation:** Every group member must be involved in the presentation and all must contribute equally. Treat this as a professional activity, including appropriate attire and demeanor. PowerPoint should be used – if you would rather use the overhead projector/document camera, that’s fine. Every student will write comments on every presentation. If you miss a fellow student’s presentation, your presentation will be deducted points and there are absolutely no exceptions to this (including illness). Approximately 25% of your MRP grade is based on this presentation.

**Important Dates:**
- **Monday/Tuesday, 10/24 and 10/25** – Groups will use lab time to integrate their literature reviews (Note: be careful about plagiarism), discuss informed consent and debriefing. DO NOT write your papers together. Groups should be close to data collection by the end of this lab. DO NOT start data collection/approach any possible participants until you have explicit approval to do so from myself or your T.A. For some studies, we may have to seek IRB approval.
- **Wednesday/Thursday, 11/2 and 11/3** – Each group will present their hypothesis and details on their method. Presentations will occur during lab but I will be present along with your T.A. to help evaluate each group’s idea. When proposing your project to the class, be sure to provide enough detail to receive adequate feedback. The less detail you provide, the less feedback we are able to give, and the less help you will receive. Each proposal needs to conclude with a detailed timetable that covers the remainder of the semester.
- **Monday/Tuesday, 11/21 and 11/22** – NO LAB. Groups are to spend the time either to meet and discuss your project or start data collection.
- **Monday/Tuesday, 11/28 and 11/29** – Lab time is devoted to data analysis, writing up your results, checking your tables/figures/appendices/formatting, etc.
- **Monday/Tuesday, 12/5 and 12/6** – Presentations will occur during respective lab times. If you miss a group’s presentation during your lab, you will be deducted points from your own presentation. After
presentations (if time permits) the remainder of the lab will be devoted to checking tables/figures/appendices/formatting, etc.

- **Wednesday, 12/7** – Papers are due **BY THE BEGINNING OF CLASS – 5 MINUTES LATE AND YOUR PAPER IS CONSIDERED LATE.** A hardcopy is due in my hands at the beginning of class – this is what determines whether your paper is late. Even if the paper is already in the TurnItIn.com Drop Box on ANGEL by this time, if I don’t have a hardcopy by class time, the paper will be considered late. If you turn the paper in between 11:05am on Wednesday and 11:05am Thursday the paper will be deducted 10%. If the paper is turned in later on Thursday or by Friday at 11:05am the paper will be deducted 25%. If it is any later, it will be worth 0.

**Grading rubrics:**

### Proposal Grading Rubric:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Score:</th>
<th>Proposal</th>
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<td><strong>Section</strong></td>
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<td>Proposal</td>
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<td>- Logical progress from sources to hypothesis</td>
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<td>- Clear statement of hypothesis</td>
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<td>- Clear methodology</td>
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<td>Timetable</td>
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<td>- Clear plan outlining all steps</td>
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### Meeting Minutes Grading Rubric:

| Name: | Score: | What progress was made toward the weekly goals? | /3 | |
|-------|--------|--------------------------------------------------|-----||
|       |        | What are the goals for next week? | /3 | |
|       |        | What obstacles have you encountered and how are you overcoming them? | /4 | |
### Main Research Project Paper Grading Rubric:

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<td><strong>Introduction:</strong></td>
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<td><strong>Method:</strong></td>
<td>/10</td>
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<tr>
<td><strong>Results:</strong></td>
<td>/10</td>
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<td><strong>Conclusion:</strong></td>
<td>/10</td>
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<tr>
<td><strong>Formatting:</strong></td>
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### Main Research Project Presentation Grading Rubric:

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<td><strong>Introduction:</strong></td>
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<td><strong>Method:</strong></td>
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<td><strong>Results:</strong></td>
<td>/5</td>
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<td><strong>Conclusion:</strong></td>
<td>/5</td>
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</tbody>
</table>
For UGCC

From: Tom Marcinkowski
Sent: Thursday, October 18, 2012 11:57 AM
To: Vanessa Edkins
Cc: Marshall Jones; Julie S Costopoulos; Monica Baloga
Subject: RE: QEPIC approval requested

Good Morning, Vanessa, Marshall and Julie:

I was just starting to prepare an e-mail to you, Julie and Marshall, when Vanessa's e-mail arrived. Rather than address Vanessa's request and my message in separate e-mails, I think it is reasonable to address them both in this message.

First, as per Vanessa's request, you will find a copy of this UGCC form attached for your use.

Second, I am pleased to be able to report to you that the QEPIC vote on whether or not to endorse PSY 4514 was completed yesterday. The results of that vote were as follows:

* endorse: 8
* not endorse: 0
* abstain: 2 (one of which was Julie, who recused herself)

Thus, for your purposes, you are now free to move this course alteration forward with UGCC. Please keep me informed as to how that turns out.

Once I know how that turns, I will need to communicate this change in the QEP for PSY to Liz Fox and work her to make the needed modifications to Q designated courses for PSY undergrad programs.

Should you have any questions or comments from me about any of this, please feel free to send them along.

Respectfully,

Dr. Tom Marcinkowski