Required Texts:

Articles (available on Canvas):

Course Requirements:
*Schedule of Events.* Again, you will create a timeline or schedule for yourself to complete your work this semester. The course requirements below identify some of the major tasks that you need to accomplish. Use the schedule on the last page of the syllabus to cue you for some of the other tasks that you need to do. The easiest way to do this is to work backward; for example, you must have your final paper turned in on May 7. Think about the tasks that you must have completed to turn in the paper and lay out how much time you will need for each of those tasks. Do the same thing with your poster presentation. Some time periods you will have to guess at, but do your best.

*Running a Research Study.* The Institutional Review Board (IRB) must approve your study before you can begin running participants. At least one study will be carried out in a professional and ethical manner and the data analyzed appropriately using SPSS or another professional statistical program.

*Literature Review and Research Report.* A formal, APA-formatted paper that includes a review of the scientific literature (25-35 references) will be submitted. In addition a research report of your experimental project that includes a rationale (based on the literature review), method, results, and discussion will be submitted. This paper will be written and rewritten in parts over the course of the semester.

*Poster presentation.* A poster presentation at the Westmont Research Symposium is required. This symposium is approximately April 17, so plan your schedule accordingly.

Grading:
In this course, as in PSY 197, grades are based on your everyday behavior, as well as the various requirements described, above. "Everyday behavior" includes but is not limited to:
- depth and carefulness of preparation and behavior for meetings and class times;
- persistence in the face of adversity;
- having/taking the initiative to do more than the normal requirements;
- thoughtfulness in dealing with problems;
- attention to detail (e.g., document unusual events that occur during your experiment and include them in your paper; proofread your assignments; read your classmates' work carefully);
- punctuality;
- taking responsibility to make sure that the equipment and materials (e.g., questionnaires, stimuli) you need are available; conduct the experiment carefully and properly; make sure that the data are accurate and complete; and review relevant knowledge bases (e.g., statistics, experimental design);
- consistency and regularity of communication about your progress and your actions; and
- ethical sensitivity, reasoning, and action in designing, carrying out, analyzing, and reporting on your study.
Academic Integrity. All students are expected to subscribe to the highest ideals of academic integrity. Any form of academic dishonesty is likely to incur a grade of F in the course. "Academic dishonesty" includes, but is not limited to, plagiarism (see below), cheating, and falsification. Please refer to the College's policy on Academic Honesty (http://www.westmont.edu/_offices/registrar/academic_policies/academic-dishonesty.html).

All computer and written assignments must be completed independently--no collaborating; that is, no "working together." You may discuss what should be included in a particular section of a lab report before any writing, data entry or analysis is done, but the final product must obviously and clearly be the work of one person. Each person must create his or her own Excel data files, charts (graphs) and tables, MSWord files, and turn in his or her own creations. Data sheets may be scanned on the department copier (for free) and emailed to your lab partner.

Students who are involved in "working together," or who receive "help" from other sources when it is not appropriate, can earn penalties that range from an F on the assignment to an F in the course, at the instructor's discretion. Additional penalties may include suspension or expulsion from the college.

Plagiarism. To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as his or her work. Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

Please familiarize yourself with the entire Westmont College Plagiarism Policy which is available at: http://www.westmont.edu/_offices/provost/plagiarism/ academic_integrity_policy.html. This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism. It cannot be overemphasized that plagiarism is an insidious and disruptive form of academic dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people you may never meet.

Because this is an upper division course, first and second instances of minimal plagiarism in this course (based on a student's career at Westmont) will result in Fs on the assignments until they are redone satisfactorily. The maximum grade on the first rewritten assignment is one letter grade lower (e.g., B+ to C+) than it otherwise would have earned. The maximum grade on the second rewritten assignment is two letter grades lower (e.g., B+ to D+) than it otherwise would have been. The third instance of minimal plagiarism will be considered substantial plagiarism and the consequences for substantial plagiarism, as described in the Westmont College Plagiarism Policy, will be applied.

In all cases of plagiarism, a report will be submitted to the Provost's Office documenting the incident.

Student Resources that May be Helpful in this Course:

Disability Services. Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. For more information, please contact Sheri Noble, Director of Disability Services (Voskuyl Library [VL] 310A, 565-6186, snoble@westmont.edu), or visit the website: http://www.westmont.edu/_offices/disability.

Library Services. Westmont librarians are available to help you. You can go to the Research Help Desk in the library for help with research for your assignments. You can also set up an appointment with the librarian who serves your academic department. You can identify a specific librarian and find subject-specific resources by consulting the library's research guides at libguides.westmont.edu.

The librarian who serves the psychology department is Lauren Kelley (565-6298, lkelley@westmont.edu). Psychology's research guide is at http://libguides.westmont.edu/sb.php?subject_id=67666.

Learning Goals and Outcomes for PSY-197/198

The College and the Department each maintain separate but overlapping list of goals and outcomes for our students. Each psychology course is designed not only to develop the skills and knowledge appropriate to that course, but also to help students develop toward these outcomes.

Although most of our courses are designed to contribute to all of our outcomes, some courses focus more particularly on some. PSY-197/198 focuses on mastery of the specific departmental outcomes checked in the list below:

- Knowledge Base: Demonstrate the ability to identify, recognize, or otherwise articulate key elements of
content (e.g., core concepts, theories, and individuals) within a wide variety of areas in psychology. (Goal: Knowledge Base)

- **Competence in Written and Oral Communication**: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres. (Goal: Written and Oral Communication)

- **Christian Understanding/Practices/Affections**: Demonstrate ability to identify important contemporary areas of overlap between psychology and Christian theology and spirituality, and are both affectively positively disposed towards them and inclined towards practicing them. (Goal: Values and Character)

- **Critical and Interdisciplinary Thinking**: Demonstrate ability to recognize good vs. bad experimental designs, theories, and arguments in psychology, and also reasoning linking psychology to other disciplines. (Goal: Scientific Thinking, Methods, & Skills)

- **Research and Information Literacy**: Use disciplinary and general-purpose databases and search engines effectively and efficiently to refine research questions in psychology and identify extant answers within the literature; and they recognize and apply appropriate disciplinary methods to further address these questions. (Goal: Scientific Thinking, Methods, & Skills)

- **Diversity and Global Awareness**: Engage as active global citizens with an awareness of cultural diversity, one's own culture/s, and the responsibility of self towards others. (Goal: Values and Character)

- **Active Societal/Intellectual/Engagement**: Engage as active agents in their local communities, bringing their intellectual and academic abilities and interests to bear on improving the lives of those around them. (Goal: Applications)

- **Creative Expression**: Recognize the creative aspects of theory construction, experimental design, application and collaborative work in psychology, and demonstrate such creativity in their own disciplinary work. (Goal: Scientific Thinking, Methods, & Skills)

We encourage students to visit the departmental web page and talk with their academic advisors for more information about learning outcomes and goals, and about the structure of our curriculum.

PSY-197/198 focus on developing a knowledge base in a particular area or topic of psychology by requiring an in-depth reading and analysis of the relevant literature, and development of a research study based on that literature; on honing critical thinking through the application of scientific skills and methods; on further developing scientific writing through an APA-style literature review and research report on the study conducted by the student; and on developing values, character and questions of the Christian faith as we explore the ways in which we can responsibly, effectively, and ethically study human and animal behavior.

**GE Requirements fulfilled**: Common Skills: Writing Intensively within the Major; and Integrating the Major Discipline
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>This Week's Class &amp; Meeting Activities</th>
<th>Preparation for Class and Individual Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9</td>
<td><strong>Group meeting:</strong> Meet to discuss expectations and goals for semester and progress so far; Review IRB proposals; Review literature review and how it relates to report of research study; Discuss procedures for running Ps (room reservations; cleaning equipment for next E., etc.)</td>
<td>Revise &amp; submit customized schedule for project by Friday (11th); Based on discussion in meeting, finalize IRB proposal and submit to Smith; Develop materials &amp; procedure; <strong>possibly a pilot study to test materials and procedure</strong>; Read or review literature for continuing with your literature review</td>
</tr>
</tbody>
</table>
| 2      | 17   | **Monday Classes**  
**Individual meetings:** Review customized schedule for completion of your project; Bring questions about research assistants, IRB, etc.; Discuss annotated lit review | Create stimuli and presentation mode(s); **Run pilot Ps to test materials and procedure**; **Become proficient in using m-Turk, MATLAB, or EEG**; Reserve rooms for studies; **Request permission to use equipment and familiarize yourself with it (computers, EEG equipment, video cameras, etc.)**; Read or review literature for writing your literature review; Revise and extend literature review based on feedback |
| 3      | 23   | **Individual meetings:**  
*Discuss results of pilot study*; Questions and directions for literature review; Discuss finding & running subjects | Work on draft of lit review; **Run pilot Ps to test materials and procedure**; **Contact participants to provide information about study and schedule** |
| 4      | 30   | **Individual meetings:**  
*Discuss results of pilot study*; Questions and directions for literature review, rationale, and method | **Contact participants to provide information about study and schedule on subject pool web site**; **Run participants in study**; Identify statistical analyses needed; Create Excel doc with false data; Write rationale and method sections of paper |
| 5      | Feb 6 | **Group meeting:**  
Trial run of SPSS; Questions about data entry and analysis | **Contact participants to provide information about study and schedule on subject pool web site**; **Run participants in study**; Write rationale and method sections of paper |
| 6      | 13   | **Individual meetings:**  
Review progress on project; Questions about running participants; Rationale and method sections of paper due; 2nd draft of literature view due before meeting | **Run participants in study** |
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<tbody>
<tr>
<td>7</td>
<td>20</td>
<td><strong>PRESIDENTS’ DAY HOLIDAY</strong>&lt;br&gt;<strong>Individual meetings:</strong>&lt;br&gt;Review progress on project</td>
<td>Run participants in study&lt;br&gt;Revise and extend literature review based on feedback&lt;br&gt;Revise rationale and method&lt;br&gt;Begin entering paper &amp; pencil data into Excel</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Review progress on project</td>
<td>Run participants in study&lt;br&gt;Enter paper &amp; pencil data into Excel&lt;br&gt;Enter data into Excel and SPSS, and run analyses</td>
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<tr>
<td>9</td>
<td>Mar 6</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Review progress on project&lt;br&gt;Questions about literature review, rationale, method, results, and discussion</td>
<td>All data are collected&lt;br&gt;Revise and extend literature review based on feedback&lt;br&gt;Revise rationale and method&lt;br&gt;Finish entering data into Excel and SPSS, and run analyses</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>SPRING BREAK</td>
<td>Write results and discussion sections&lt;br&gt;Revise and extend literature review based on feedback&lt;br&gt;Revise rationale and method</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td><strong>Group meeting:</strong>&lt;br&gt;Final draft of literature review, rationale, and method due before meeting&lt;br&gt;How to create a poster&lt;br&gt;Questions about abstract and poster for symposium presentation</td>
<td>Write results and discussion sections&lt;br&gt;Work on abstract and poster for symposium presentation</td>
</tr>
<tr>
<td>12</td>
<td>27</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Review progress on project&lt;br&gt;Questions about abstract and poster for symposium presentation&lt;br&gt;Results and discussion sections due</td>
<td>Work on abstract and poster for symposium presentation</td>
</tr>
<tr>
<td>13</td>
<td>Apr 3</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Questions about poster for symposium presentation</td>
<td>Work on abstract and poster for symposium presentation&lt;br&gt;Submit abstract for research symposium&lt;br&gt;Send poster for printing&lt;br&gt;Revise results and discussion sections</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Questions about symposium presentation</td>
<td>Revise results and discussion section</td>
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<tr>
<td>15</td>
<td>17</td>
<td><strong>Easter Monday</strong>&lt;br&gt;Questions about research report</td>
<td>Revise research report</td>
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<tr>
<td>~18</td>
<td><strong>Research Symposium, 3:30-5:30pm</strong></td>
<td>Winter Hall atrium</td>
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<tr>
<td>16</td>
<td>24</td>
<td><strong>Individual meetings:</strong>&lt;br&gt;Final questions about research report</td>
<td>Revise research report</td>
</tr>
<tr>
<td>17</td>
<td>May 27</td>
<td>LAST DAY OF CLASSES&lt;br&gt;Turn in full research report <strong>by 5:00 pm</strong></td>
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