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| Who | What | When | Where | Office hours | Office  Coon: | Email  @gatech.edu | Phone |
| Frank Durso | Lecture | TR 12:05-1:25 | Coon 250 | W 12 – 3 | 231 or 253 | Frank.Durso | 404-894-6771  770-543-9652 |
| Vlad Pop | Lab | M 2:05  4:55 | Coon  248 | M 1 – 2  TR 1:30 – 2:30 | G75 | vlpop | 404-894-3979 |
| Eric Stearman | Lab | M 2:05- 4:55 | CULC  423 | T 2 – 3:30  R 10 – 11:30 | G18 | ericjstearman | 404-385-2690 |
| Cale Darling | TA |  |  | T 11 – 12  RF 2 – 3 | 253 | Cale.Darling | 404-894-3979 |

**Welcome.** Welcome back (or Welcome) to Tech and welcome to Psy 2015. You have not taken (nor are you likely to take again) a course quite like this one. It is one of a couple of skill courses that help define what it means to be a psychologist. A skill course is designed to help you develop certain abilities that are the bread and butter of the area in which you are majoring. Facts and figures will not be drummed into your head. To some of you, this will be an exciting and welcome change. For others, there will be an initial period of confusion and panic. And perhaps, for one or two of you, this will convince you that you really didn’t want to be a psychologist anyway and will settle for being wealthy instead. However, those of you who complete this course will have taken a large step in understanding the science of psychology.

In both lab and lecture, we will be receptive to your suggestions for modifying and improving the course. Perhaps more than any other class, this is your class. You will work closely with others in the class and with your instructors.

We would like to encourage cooperation rather than competition. If you have found an elusive article in the library that everyone is looking for “Stress, bad taste, and mental illness: The psychology of UGA” please share it with your neighbor. There is just too much to do in psychology to compete with each other.

In this class we will push you hard and grade you hard, but the course is structured to reward improvement. Vlad, Eric, Cale, and I are here to help you get that A or B if we can. The course can be a lot of fun, even though it is a lot of work.

The skills learned in this course are critical to all branches of psychology and important to a number of related disciplines as well, such as those hoping to model or imitate human behavior, like some branches of computer science, or those hoping to apply psychology, like branches of business and management. Those who feel, for example, that clinical psychologists and therapists do not need this training are simply wrong. Though they may not actually conduct research (although many do), they are very good at evaluating the current research and various claims made by their field. As you will see, this training is even useful on a day-to-day level like evaluating product claims on television.

My primary job in this class is to guide you through your exploration of psychology as a science. There is no doubt that this class requires both a lot of thinking and writing. There are certainly easier ways to earn an equivalent number of credits. During most of the class we will try to stand to the side as a guide while you learn the material, synthesize it, and apply it. We will be here to help. You should be prepared to interact throughout the course, not only during the “lectures” but while completing projects and homework as well. Of course, we do have a secondary job, and I do view it as secondary—to evaluate your progress in this journey. Thus, I’ll be giving exams, quizzes, and assignments, but if you have the goal of doing well in this class and you put in the effort, we will be available to help you do your best.

By the end of the course, you should be able to 1) come up with an idea, 2) design a study to investigate that idea, 3) critically evaluate what has already been done, 4) analyze the data, 5) effectively communicate both orally and in writing what you have done and why it is important.

**Instructors.** There are three instructors and a TA for this class. Frank is the primary instructor and ultimately responsible for your happiness and education. Vlad and Eric are in the doctoral program and are working on their master’s degree. Cale is in his first year in our doctoral program. Vlad, Eric, and Cale will be responsible for running the labs and doing the grading.

**Learning objective.** You will gain knowledge of scientific methods and experience in the ethical conduct of scientific research along with the abilities to evaluate evidence and to communicate conclusions drawn from that evidence both orally and in writing.

**Writing intensive**. A large part of this course is to teach you technical writing. However, a few of you may need extensive help with aspects of your writing. In that case, you should consider making an effort to get additional help through other resources here at Tech. Talk to your lab instructor.

All writing assignments should be typed, double spaced. The due dates for the 3 major writing assignments and several smaller ones appear in the schedule for the class. Other small writing assignments may be given to address particular issues or to give you options to explore some of your own interests. These could be assigned any particular week. Writing assignments should be emailed to your lab instructor before class/lab begins on the day the paper is due. A hardcopy of the assignment must also be brought to class/lab. The writing assignment will sometimes be based on a project you did with a partner or team, but the written paper will always be solely your own work.

**Plagiarism**. A couple of words about plagiarism. If you take someone else’s words or their ideas or even the structure of their argument without giving them credit, that is plagiarism. This someone else could be a published author or just your lab mate. The consequences of being found guilty are more severe than simply the grade on that paper or even in some cases the grade in the class. It is now easy to compare manuscripts against each other and against the huge numbers of papers available on the web.

Our job is to help you write better and to think better, so there is no need to steal. In fact, at his discretion your lab instructor may at times give you the option to rewrite your work. Finally, the late paper policy in this course is very fair, so again you should never panic enough to sell your ethics for a grade.

**CITI certification.** This course will provide you with the information and experience necessary to allow you to take the CITI certification course which will allow you to collect data from human subjects. The course itself is constructed to give you 8 hours of in class experience with the topics and issues necessary to be an ethical researcher. These topics are listed in the syllabus under the column labeled “Responsible Conduct of Research” along with the approximate number of hours we’ll spend on the topic(s). In addition, you will be required as homework to take the on-line CITI course.

**Texts.** There are two texts required to maximize your success in the course.

Schweigert, W. A. (2012). *Research Methods in Psychology: A Handbook (3rd)*. Long Grove, IL: Waveland Press.

American Psychological Association (2001). *Publication manual of the American Psychological Association (6th).* Washington, DC: American Psychological Association.

**Evaluation**

Several indices will go into determining your final grade for this course. Roughly, we can break it down into three components: EXAMS (50%), PROJECTS (40%), and PARTICIPATION/SMALL ASSIGNMENTS (10%).

**Quizzes, Exams, Final (50%).** Each 1/3 of the course will include 3 or 4 quizzes and a test. The quizzes will be 15 minutes and will cover lectures, readings, and lab work since the last quiz/test. After each quiz, your group will take the same quiz again, in a compressed time. (“A” performance on the group quiz will earn you extra credit.) The test for each 1/3 of the class will fill the class period and will be graded on a curve (meaning I will add to everyone’s score enough points to make the best score, perfect.) Normally, your grade will be an average of the quizzes and test (x2), for example (Q1+Q2+Q3+ T1+T1)/5; your grade for that 1/3 of the course will be a weighted average of your quiz scores and the test. However, if you do better on the test than you did on the quizzes, I will give you the test grade and the quiz grades will be forgotten. In other words, you cannot do worse than you do on the test. *Final exam*: There is a cumulative final during finals week. Again, if you do better on the final than you did on the exams, we’ll give you the final exam grade and toss all the earlier midterm grades and quiz grades. Otherwise, we’ll average the final (2x) in with your test grades. So you can’t do worse on the exam portion of the course than you do on the final.

**Projects**. Projects are worth varying amounts (see syllabus). For the most part, they deal with projects conducted in the lab. As you gain more expertise, the projects will be worth more and more. All assignments must be typed and must follow the style guides found in the texts. Due dates are found in the syllabus—usually a week or two after the assignment. All assignments must be sent to your lab instructor electronically AND given to him as a hard copy. All assignments must be your own writing, even if you collaborate on a team project. Using someone else’s words or even idea without giving credit is plagiarism. *It is your responsibility as a student to be familiar with Georgia Tech’s Code of Student Conduct, and policies on academic integrity and academic misconduct.* If you are unsure if a particular situation involves plagiarism or other fraud, please stop by and see one of us.

*Final project*: The final project will be conducted by a research “team” of up to five students on a topic developed by the team and approved by us. Your team will collect the data, most likely from your classmates and friends, and then present the work as a poster to which the School of Psychology will be invited. People will visit the posters and prizes (in terms of bonus points) will be given to the winners. The winners will be immortalized on a plaque. (I’m getting a little choked up.) Even though the project is a team project and the poster is a team poster, the final paper will be done individually.

**Participation & Assignments.** Participation refers to labs and lectures, as well as seeking help at office hours and the like. Remember that some of the material you will be learning is quite complex upon first viewing. Any questions you ask will be of help to the rest of the class. And besides, the more you talk, the less you have to listen to us. Historically, participation has often pushed borderline grades over the edge. Throughout the semester, you’ll be given small assignments. Small assignments and participation together will count 10%.

**Extras.** This is an extra 3% of your grade beyond the 100% that will reflect things like performance on group quizzes (up to 1%) , winning the poster competition (1%), placing at the poster competition (1/2%), extra assignments (1/2 to 1%), and volunteering to participate in the School’s ongoing research projects (1/2% each). If you’d like extra credit, but do not want to volunteer to be in experiments, equivalent research report assignments will be available.

**Attendance.** Attendance at lecture is optional, but usually a good idea. If you do choose to come, be polite, be respectful, be engaged, and stay until the end.

*Attendance at* ***lab*** *is* ***mandatory*** because your failure to attend impacts others, not just yourself.

**Late papers & Missed exams**. Any late paper will lose one letter grade regardless of how late it is, but then will be graded normally as long as it is turned in by the last day of class. Late papers will be available on the last day of finals week. No papers will be accepted after the last day of class. Because of the exam structure, there will be no need for make-up exams.

**Reasonable accommodation**. Reasonable accommodation in the classroom is an individual civil right guaranteed by federal legislation (ADA and Section 504). Once the accommodations are identified, they must be provided to the student. Many accommodations are easily administered. If assistance is needed, contact the ADAPTS-Disability Services Program at 404-894-2563; the ADAPTS-Disability Services Program will make the accommodation process simple and effective for both the student and the faculty member.

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| **Tuesday** | **Thursday** | **Lab** | **Readings** | **Homework** |
|  |  | J9 Searching the literature |  |  |
| J10  Welcome. Science & Psychology | J12  Science & Psychology | J16 | 1,4 |  |
| J17 ***Quiz 1;*** Hypotheses & Theories | J 19  Hypotheses & Theories | J23 Writing & Ethics; Plagiarism | 2, 3 | CITI Training |
| J24 ***Quiz 2;*** Operational definitions | J26  Naturalistic Observation | J30  Naturalistic Observation | 10, | Method [1%] Due F6 |
| J31 ***Quiz 3***  Sampling, Data, Graphs | F2  Surveys | F6  Survey | 5, 11 | Data and Graphs due F13 |
| F7 ***Quiz 4***  Correlation & Causation | F9  ***TEST 1*** | F13  *Double Helix* |  | Results Section [2%] Due F20 |
| F14  Error & Confounds | F16  Statistics & Power | F20 Field Experiment | 6, | Introduction [2%] Due F27 |
| F21 ***Quiz 5***  Controls & Design | F23  T.E. | F27  True Experiment |  | Full Report [8%] Due M12 |
| F28 ***Quiz 6***  Within | M1  Sequencing & Counterbalancing | M5  Within Ss | 7 |  |
| M6 ***Quiz 7***  Factorials | M8  Interactions | M12  Factorial design | 9, | Full Report II [10%] Due April 2 |
| M13 ***Quiz 8***  FP intro | M15  ***TEST 2*** | M19 OFF |  |  |
| M20 OFF | M22 OFF | M26 FP |  | FP: A26 [17%]  Topic approved: A3  Meth approved: A9  Printed Poster A24 |
| M27  Reactivity | M29 | A2  FP |  |  |
| A3 ***Quiz 9***  Baseline  *FP data collection* | A5  Baseline  *FP data collection* | A9  FP | 12 |  |
| A10 ***Quiz 10***  Quasi  *FP data collection* | A12  Quasi  *FP data collection* | A16  FP | 8 |  |
| A17 ***Quiz 11***  *Poster How to* | A19  ***TEST 3*** | A23 FP  **PRINTED POSTER** |  |  |
| A24  *Poster Practice* | A26  POSTER DAY |  |  |  |