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# **PSY-300 WI-25 Course Syllabus**

Undergraduate Research Methods in Psychology

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Quinton Quagliano, M.S., C.S.P

Department of Psychology

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## 1 Contact Information

**Instructor:** Quinton Quagliano, M.S., C.S.P (he/him/his), Adjunct Professor of Psychology

**Office:** AuSable Hall (ASH) 1307 - Shared Adjunct Faculty Office

**Office Hours:** Thursdays, 6:00pm - 9:00pm EST (Zoom drop-in only)

**Phone:** (616) 331-2976 (Zoom Phone; Not Recommended)

**Email:** [QuagliaQ@gvsu.edu](mailto:QuagliaQ@gvsu.edu) (Strongly Recommended)

**Zoom Room:** <https://gvsu-edu.zoom.us/my/profquagliano>

## 2 Course Overview

### 2.1 Meeting Information

**Modality:** Online, asynchronous, remote setting

**Location:** Not applicable

**Time:** Not applicable

### 2.2 Prerequisite Courses

- [WRT-150](#)
- [PSY-101](#)
- [STA-215](#) or [STA-312](#)

From these courses, students should have reasonable familiarity with fundamental concepts in psychology and statistics prior to this course. Students should also be prepared to write in a coherent and clear way, and be able to reasonably integrate evidence into arguments and statements.

### 2.3 Possible Future Courses

- [PSY-350](#)
- [PSY-400](#)

These courses will expand on the students' skills established in this course, in more applied projects and assignments. They will focus more on independent research, data analysis, and visualization. Only students majoring in Psychology or Behavioral Neuroscience are likely to take the above courses.

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## 2.4 Textbooks

### 2.4.1 Required Text

Jhangiani, R., Chiang, I.-C., Cuttler, C., & Leighton, D. (2023). *Research methods in psychology (4th edition)*. Kwantlen Polytechnic University. <https://kpu.pressbooks.pub/psychmethods4e/>

[You may access this book with this link](https://kpu.pressbooks.pub/psychmethods4e/)

This text is **completely free** and is readily available in multiple formats such as web/HTML, PDF, and EPUB. You can access all of these options via the link in the citation above. Please, **do not buy a print copy**, unless you would like it for your own reasons. I use this book for the course, in part, because it is free and does not incur any additional financial strain on you all.

### 2.4.2 Recommended Text (Optional)

American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (Seventh edition). American Psychological Association. <https://doi.org/10.1037/0000165-000>

This is the definitive formatting guidelines and rule set for academic writing and presentation, published by the [American Psychological Association \(APA\)](https://www.apa.org/). I would recommend you purchase a copy of this text, for reference during this course and future projects. I still regularly use my own during professional work, and it is a wealth of resources and suggestions for better scientific writing. While this book is not free, there are many free resources that summarize its contents - which we will discuss and browse through in class.

## 2.5 Course Description

3-credit course.

This course is focused on developing an understanding of philosophy, logic, and procedures of good social science research. We will cover a variety of experimental and observational methodologies in psychology, and discuss their respective strengths and weaknesses. Attention will be paid to developing rigorous procedures in psychological research and assessing/critiquing scientific literature. We will also explore ethics, bias, and validity in study design. Scientific writing and critical reading will be essential skills in this course.

## 2.6 Learning Objectives

At the end of this course students are expected to be able to:

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### 2.6.1 Course Objectives

- **Comprehension/Describe:** Describe the details of summarize the essence of research articles
- **Application/Write:** Write clearly and cogently in a scientific way
- **Evaluation/Evaluate:** Evaluate strengths and weaknesses of empirical studies consistent with the standards of psychological science

### 2.6.2 Professor's Objectives

- Evaluate, summarize, and maturely discuss the merits and limitations of research studies
- Conduct effective literature reviews that are inclusive of all relevant evidence
- Make testable hypotheses supported by appropriate study design and citations
- Write scientific papers clearly, in the APA 7th edition style
- Understand the importance of a high-standard of ethics and transparency in research

## 2.7 Course Format

This is an Online, asynchronous, remote setting course that will run continuously throughout Winter semester (see [Meeting Information](#)). This course will consist of a combination of activities that support the engagement, attention, and learning of students for the entire semester. Planned activities include, but are not limited to: lectures, discussion, demonstrations, [Quizzes](#), [Exams](#), etc. All materials will be available to students via the Blackboard LMS.

Outside of watching lectures, students should work diligently and efficiently on assigned coursework. Textbook readings, as indicated on the [Schedule](#), **are always treated as supplementary and complimentary to the lectures.** The readings are useful as an additional source of information in being prepared for content contained in the lectures. In this course, my lectures and the assigned readings will be closely linked. I will ensure that lectures cover the key content from each chapter, as well as additional important information. We will never meet in-person, so students are expected to manage their own time well, and to finish all assignments in advance of the deadlines provided in the [Schedule](#).

## 2.8 Expected Weekly Work Amount

Traditionally, students are expected to spend a total of three times the amount of credit hours per week on work for any given class in a regular semester. Practically, for a 3 credit course, that means students are expected to engage with work and studying for this class to a total of 9 hours each week. I have planned lectures, homework assignments,

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studying, and reading to take about this much time each week for the average student. Some students may find that they need to dedicate more or less time to achieve the desired success.

## 2.9 Supplementary Writing Skills (SWS) Course Designation

This course is designated SWS. Completion of WRT 150 with a grade of C or better (not C-) is a prerequisite. SWS credit will not be given to a student who completes this course before completing the prerequisite. SWS courses adhere to certain guidelines. Students turn in a total of at least 3000 words of writing. Part of that total may be essay exams, but a substantial amount of it is made up of essays, reports, or research papers. The instructor works with the students on revising drafts of papers, rather than simply grading the finished piece of writing. At least four hours of class time will be devoted to writing instruction. At least one third of the final grade in the course is based on the writing assignments. Students must complete the course with a grade of “C” or better in order to receive SWS credit. Students may receive SWS credit for taking the course as Credit/No Credit provided the student passes the course with a “Credit” grade.

[You can read more about SWS requirements and courses at this GVSU page](#)

## 3 Course Policies

This course is subject to the general GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. Please review all content on that webpage in addition to what is written here. If you have questions or concerns about any of these policies, please contact me.

### 3.1 Emailing Me

Prior to contacting me, please review this syllabus, relevant assignment sheets, and presentations and make sure the answer you seek is not already there first. While I always invite questions and communication, I ask that you are discerning in using your available resources first.

If you do need to reach out, refer to my [Contact Information](#). **Please prioritize using email, and include your full name, course number, and section number in the subject line, as well as a description of what you need help with.** An example would be:

“Re: Riley Quagliano, PSY-300 Section 10, SPSS Help for Assignment 2”

Be thorough in your email and tell me what resources you have already used to try to address your concerns. Detail is helpful so that I am able to fully understand and attend to your concern. I am generally able to send responses within 24 hours during weekdays,

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but please allow me up to 48 hours to respond. If I haven't responded within 48 hours (during weekdays), please send me a remainder email - I promise I am not ignoring you! If you email me during the weekend or later on a Friday, I cannot guarantee a response any earlier than Monday.

### 3.2 Office Hours

Of course, you are always welcome to ask to schedule a video chat via Zoom or just stop by during my listed office hours in [Contact Information](#) - I'm happy to receive visitors for questions about the course or to chat about other things. You may use the Zoom link in [Contact Information](#) during the scheduled time, to join my Zoom room. There may be a short wait if I am wrapping up with another student.

Office hours are a great time to connect with me when you have a more individualized need for revisiting a concept or have missing work that needs to be made up. However, I do reserve the right to limit the time you spend in a visit, if it is apparent that others students are waiting to speak with me.

### 3.3 Integrity, Plagiarism, & Academic Dishonesty

This course will challenge students to grow skills in responsible and ethical research, in which one of the most essential abilities is writing in a way that gives proper attribution and credit. When drafting a paper, presentation, report, or any type of assignment we **must** take care to use our own words and thoughts, and cite the scholars that we build from. In the academic world, plagiarism, fabrication, and confabulation are some of the most egregious crimes, and have resulted in de-funding of labs, loss of grants, and the destruction of professional reputations.

I will hold students to the same high standards of the professional research world, as I wish to ensure all of you are able to leave this course confident in your ability to conduct and write ethical research. I will help all students steadily build these skills, and do expect early mistakes that need correction. However, any evidence of intentional or negligent plagiarism or academic dishonesty will be handled in line with the [GVSU Student Code](#).

Plagiarism is described by the GVSU Student Code in section [STU 5.1.5](#) as,

“Appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source without any indication or citation of the original source, including words, sentences, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program, course, or degree requirements.”

Simply rearranging the words or substituting synonyms in the original source is still considered plagiarism. Details about the APA method for citing research will be provided during

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the course. Furthermore, students should not self-plagiarize, that is, reuse their own work from another course or project and portray it as original work created for this course.

Students are permitted to be in study groups and learn from one another, but all submitted work should be distinct and unique to each individual. I would recommend you only study in groups for quizzes or exams, but complete other work (e.g., Research Proposal, etc.) as an individual, to avoid unintentional plagiarism. Students in other sections of this course, who are instructed by other professors, may not have perfectly aligned content with the pace of this section - I would caution studying with those who may be assessed on different content.

### **3.4 Use of AI Tools**

The following statement should be understood as constituting my policy on use of AI tools in this course:

AI Policy Statement by David A. Joyner ([davidjoyner@fediscience.org](mailto:davidjoyner@fediscience.org))

“We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
  2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.”
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While “AI”, as we know it, may be a useful tool for learning and troubleshooting, it is never an acceptable replacement for graded and professional work. For the work in this course, I’d strongly recommend you rely upon class content, the textbook, and peer-reviewed scientific research to study and build your skills. If I have reason to believe that AI tools have been used to generate work passed off as your own, I will investigate it the same as any other form of academic dishonesty (see [Integrity, Plagiarism, & Academic Dishonesty]). I implore you to maintain a high level of integrity in your work and I will take appropriate measures to detect and investigate unethical use of AI tools.

### **3.5 Respectful and Inclusive Environment**

All students, in all their virtual and physical interactions with myself and one another, are expected to treat each other in a mindful and professional manner. Please be respectful of your classmates’ diverse identities, backgrounds, and beliefs. Even in disagreements or tense discussion, students should remain constructive in their arguments, and not personally attack one another. If at any point you feel that another student has acted maliciously, aggressively, or disrespectful towards you, please notify me immediately, so I may address it. Additionally, if you have concern about my own conduct, please do let me know so. Those that continue to act in a way that is harmful to the classroom environment may be dismissed from the course and referred to college administration for further discipline.

### **3.6 Accessibility, Accommodation, & Disability**

It is my intention that this course be as accessible as possible, by default. I take steps to ensure my presentations and notes are likely compatible with screen-reading software and present figures that should be friendly to different vision amounts. [You may use this GVSU link to find accessibility software that you may benefit from.](#) If you find that you have issues with the presentation of content and would benefit from a reasonable change to the content, please let me know.

Some students may benefit from additional accommodation not naturally afforded by the course. Any student who requires accommodation because of a physical or learning disability must contact Student Accessibility Services (SAS; <https://www.gvsu.edu/accessibility/>) at 616-331-2490 as soon as possible. It is the student’s responsibility to request assistance from SAS. After you have documented your disability, please contact me to set up an appointment or see me during office hours to discuss your specific needs in accordance with your documentation. Requests for Accommodations are not retroactive, meaning that you must present documentation from SAS to me prior to receiving said accommodation.

Accommodations are always designed to maintain the academic integrity of the course; student with disabilities are held to the same academic standards as all other students.

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### 3.7 Feedback for Instructor and Course

I value and appreciate student feedback on the structure of my course and what I can do to improve it in the future. The course you take today is the result of many prior students of mine telling me what worked and what didn't. Similarly, I look forward to hearing from each of you on what parts of this course are good to stay, and what needs to change.

At multiple points during the semester, I will give opportunity for you all to anonymously share with me your thoughts for improvement. I will make these readily available to all students and do encourage these moments as a valuable way to contribute to improving your own experience. I will immediately consider constructive feedback and use it to make small, but tangible changes to the class.

### 3.8 Electronic Devices, Software, & Technical Issues

Students are fully permitted to use computers or other devices to take notes and complete assignments in this course. You may also use whatever software tools you prefer, as long as you submit assignments in the PDF or DOCX format. Please [ensure your devices meet the GVSU Technology Requirements](#)

As students at GVSU, you have access to Microsoft 365 at no extra cost. This will give you access to Word, which you may use to draft assignments this semester. [Please use this link to view the instructions to download this](#)

Students are expected to have basic abilities in working with files and drafting assignments. I am not able to offer extensive technology assistance. If you experience technical problems with you devices, Blackboard, and/or other GVSU websites, please contact the help desk:

**Website:** <https://www.gvsu.edu/it/>

**Email:** [it@gvsu.edu](mailto:it@gvsu.edu)

**Phone:** [\(616\)331-2101](tel:(616)331-2101)

### 3.9 Course Materials and Recordings

**Most** materials that are created by me are freely available, both to you, the student, and the public, via the [MIT Software License](#). What this practically means is that you may also keep them for your own personal reference, and share with others, so long as you attribute the work originally to me. Some course materials are intentionally **not** widely available, and are an exception to the above license:

- Exams
  - Quizzes
  - Exam & Quiz Recap Information
  - Source Code for Presentations and Documents
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- Materials deemed to be the contracted property of GVSU (e.g., this syllabus)

I will provide a recording of the lecture(s) via Blackboard, as well as accompanying slides and notes. Any additional materials necessary for you to complete assignments will also be present on Blackboard.

### 3.10 “Attendance” and Activity

As this is an asynchronous course, there is no formalized structure for assessing and monitoring attendance. Students should be aware that I can see whether you have viewed Blackboard items and also how much time was spent on them.

I do not have a required activity policy to police how well students are keeping up with content. However, I do place limits on what activities can be made up when you miss them - meaning that consistent disengagement can and will hurt your grade. Notably, **quizzes and participation points cannot be made up if you miss their deadline**. However, up to 4 missed quizzes and participation points are “excused” by virtue of dropped quizzes and participation points. Practically, this means you can miss up to 4 quizzes without direct impact on your grade - with the caveat that it will likely cause you to fall behind on content and activities. The benefit of this system, is that you are under no obligation to provide doctor’s notes or any other invasive information to me in order to “make-up” work.

I strongly recommend you “save” these automatically dropped scores for emergencies only (e.g., sudden sickness, family emergencies, car breakdown, etc.), and that you still do your best to attend to content consistently each week.

I will not grant additional excuses or drops, as more than 4 missed quizzes and participation points equates to missing roughly 1/3 of totals, and will likely have compounding negative direct and indirect effects on your performance. If you suspect that completing these will be consistently difficult for you in this course, I would suggest that you consider dropping this section of the course.

### 3.11 Withdrawing & “Dropping” From Course

There are numerous ways a student may elect to “drop” the course, i.e., voluntarily withdraw with a non-failing grade.

For more information, [visit the Registrar page on this topic](#). You may also see the deadlines for a withdrawn on the [GVSU Academic Calendar](#). Some students may also find that they have to take an incomplete in the last moments of a class due to extraordinary circumstances. [Policies regarding an incomplete can be found here](#).

I cannot make the decision to drop for you, but I do encourage you to be constantly reflecting upon your success in the course. I try to provide timely feedback and review, so you know how you are performing on things. Sometimes, it is better to drop a course and return

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when you are more experienced, and there is no shame in doing so. I would suggest you speak with your academic adviser prior to making this decision, so that they can explain any ramifications on your overall degree progress.

### 3.12 Due Dates, Late Policy, and Extensions

**All due dates, as they are listed in the schedule, are firm.** You should closely track your own progress in the course and ensure that you are keeping on pace. You should plan to make every attempt to attend our regularly scheduled course times so that you may complete any necessary assessments. Take-home assignments are due at the start of the designated class time.

You may request an extension for assignments due to unforeseen circumstances, but I urge you to only request this if there is a sudden, serious emergency. Extensions will not be granted for poor time management or poor work - it should only be used to account for life circumstances. You may only request an extension prior to a deadline, not after it has passed. I will respect the time stamp for the form submission, but if you do it too close to a deadline, you won't know if it is granted until it is already late and possibly incurring a penalty.

I do reserve the right to deny a request for extension. I will provide a link to submit a request for an extension, posted to Blackboard - this link **must** be used in order to submit an extension, requests via email or otherwise will not be honored.

Excessive requests for extensions may be denied and met with the suggestion to consider leaving the course. Use this process only as-needed, not as-wanted. **There is one exception to requesting extensions: you may not request an extension for the final submission of the research proposal.**

Barring approved extensions, as explained above, late work will have 25% of earned points deducted per each day late (including weekends). Work is considered to be a day late immediately after submission for assignments closes. Example: a paper (50 points total) is submitted 2 days late, and earns 40/50 points - this paper will have 50% of earned points deducted, resulting in a 20/50. Thus, after 4 days late, an assignment will not be eligible for any points. This late policy applies regardless of the point value of due assignment.

Please submit all assignments through their respective [Blackboard Ultra](#) submission portals, regardless of whether they are late or not. Do not email me or hand in paper copies of assignments unless I request so - I will redirect you to submit through Blackboard.

### 3.13 Changes to the Syllabus and Schedule

It is plausible that events during the semester may require that I modify the syllabus or schedule. As soon as I know such a change must be made, I will notify you all through

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Blackboard and those messages should be understood as amending this document. The most-updated version of this syllabus will always be posted to Blackboard.

## 4 Blackboard Ultra

I will be making liberal use of Blackboard Ultra to communicate, administer assignments, and share course materials. Please make sure you have a working knowledge of this platform and can reasonably navigate it to find messages and submit assignments. You should have access to an e-learning Blackboard tutorial course that can show you the basic functions. I will try to use Blackboard to keep you all engaged during the weeks and provide additional resources to those who are interested. Prior to the course starting, please browse around and make sure you can access and view everything alright. I will attempt to keep information between this syllabus and schedule, and Blackboard as congruent as possible.

If you find issues in due dates, grades, assignment format, etc., that appear to be a mistake by me, please contact me and let me know, so I can promptly fix it. Additionally, please notify me if any links appear broken.

### 4.1 Respondus Lockdown Test Proctoring

We will use Respondus Lockdown products to proctor exams and quizzes in this class. Please ensure you are able to install this software and that your device has a working webcam, microphone, and that it [meets minimum system requirements](#).

Recorded videos of students while taking assessments will be examined for any indication of unapproved assistance. Any such violation will be investigated as academic dishonesty.

## 5 Grading

### 5.1 Overview

Summative assessment (i.e., graded assignments) are key to evaluating a student's success in learning the content of this course. I have set up this course to be forgiving for the sake of learning, as mistakes and missteps are often part of the growth process. However, I must fairly evaluate the abilities each student builds in this course, and must ensure that the learning objectives are met. That being said, I care deeply about the effort and motivation that you have put into this course and have included assignments that award points for good-faith attempts and offer room for improvement. Your grade is not solely determined by tests and quizzes, but also take-home assignments and writing.

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My goal is to readily submit grades on [Blackboard Ultra](#) as I complete them, so that you may be well-informed to your current status. All grade functions on Blackboard should be fully set-up so that you can easily track your progress and success.

## 5.2 Curving

**I cannot and will not “bump”, “curve”, “round”, or “scale” grades at the individual student level, due to any circumstance. Please do not ask me to do this.** Such a change in student’s grades can lead to unfairness and subjectivity in how students are assessed, and would be unfair to your peers. **I strong discourage students from attempting any conversation with me focused on asking for “bumps” or favorable rounding.**

In the case of an error in grading or poor class performance on a test question, I will consider the need to drop questions or adjust grading for all students equally. Similarly, I will be mindful of over-arching class performance in my grading. The standard for what constitutes certain letter grades (e.g., A, A-, B, etc.) in this course will be presented in this syllabus (see [Scheme \(Letter Grades\)](#)), and is subject to (downward) change if I feel it is necessary.

## 5.3 Scheme (Letter Grades)

I will provide an accurate breakdown of the sources of points, and students are expected to monitor their own success throughout the term. If your performance is below what you would like at any point, please talk to me (see [Contact Information](#)) or make use of the [Additional Resources](#). Please make early adjustments to avoid any last minute issues that prevent you from obtaining the success you’d like.

It is to the advantage of you, the student, that many points are possible in this course. That way, a few poor performances can be made up by consistent effort on the other available opportunities. The point ranges are approximations of the percents - **please note your final letter grade will be determined solely by the percent range it falls in.** If I remove quiz or exam questions or change the point total at any point, the point ranges will no longer properly apply.

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Letter Grade	Points	Percent
A	>520.8	>93
A-	504.0 - 520.7	90 - 92.99
B+	487.2 - 503.9	87 - 89.99
B	464.8 - 487.1	83 - 86.99
B-	448.0 - 464.7	80 - 82.99
C+	431.2 - 447.9	77 - 79.99
C	408.8 - 431.1	73 - 76.99
C-	392.0 - 408.7	70 - 72.99
D+	375.2 - 391.9	67 - 69.99
D	352.8 - 375.1	63 - 66.99
F	<352.7	<62.99

Assignment	Points	Percentage
Introductions	10	2%
Exams (2)	100 x 2 = 200	36%
Quizzes (12; 4 dropped)	10 x 8 = 80	14%
Participation (14; 4 dropped)	2 x 10 = 20	3%
Homework (5)	10 x 5 = 50	9%
Research Proposal	200	36%
Extra Credit	-	-
Total	560	100%

## 5.4 Supplementary Writing Skills (SWS) Addendum

This course is designated as an SWS course, meaning students should be aware that there are additional grade concerns to be aware of. Students wishing to receive credit for this course to count towards SWS requirements should be aware you need at least a C (i.e., 73% or above). See [SWS section above for more details](#). If you have concerns about your ability to meet this requirement, please refer to the section on [Withdrawing from the Course](#).

[You can read more about SWS requirements and courses at this GVSU page](#)

## 5.5 Grading Feedback for Students

I intend to give reasonable feedback and correction to all submitted assignments, in order to foster student skill growth. Because all assignments will be posted to Blackboard, I will



also be posting feedback on assignments on the submission portal itself. At times, I will be using both the “Overall Feedback” and commenting on the submitted documents with highlights, so please check both for my thoughts on your work.

## 6 Activity Types

I use a variety of activities as a source of points for your grade in this course. This way, I can assess your skill in many domains and mediums and can help you build a well-rounded skill set.

### 6.1 Introductions

At the start of the semester, I ask that you all contribute to a Blackboard discussion board, so your classmates and I may learn a little bit about all of you. Please tell us:

- Your name (with phonemic spelling) and pronouns (optional - only if you feel comfortable)
- Your year in school (e.g., First-year, sophomore, etc.)
- Your majors and minors
- Briefly identify one area of research in psychology you find interesting - it can be mundane or complex, broad or specific, just throw something out there.
- Explain one or two interesting facts or hobbies of yours - share anything you'd like!

### 6.2 Exams

There will be 2 exams in this course, effectively a midterm and a final. These exams are intended to be cumulative and will cover content from all prior units and [Quizzes](#). Much of the knowledge in this course is naturally cumulative, so it benefits you to review content from the previous units. However, the more of the test content will come from the most recent unit, with fewer questions being dedicated to the prior unit. The format is as follows:

- Each exam is 50 multiple-choice questions, 2 points for each question
  - Exams will be taken on Blackboard, and proctored with the Lockdown Browser.
  - Exams will contain content from the entire unit, between all lectures AND readings
  - Exams are timed, 75 minutes only
  - Exams are not open-note, open-book, or collaborative. You are not permitted to use any form of assistance to aid you during the tests. Do not discuss the tests with other students after it has concluded
  - Exams will be graded promptly and reviewed the following week
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### 6.3 Quizzes

We will be taking quizzes routinely throughout the semester to help cement the concepts between each class period. For each student, I will drop each student's lowest 4 quiz grades from your final grade. The format is as follows:

- Each quiz is 10 multiple-choice questions, 1 point for each question
- Quizzes will be taken on Blackboard, and proctored with the Lockdown Browser.
- Quizzes will be on content covered in the previous lecture and the associated reading for that lecture
- Quizzes are timed, 15 minutes only
- Quizzes are open-note and open-book, that is, you are allowed to use those resources during the quizzes. Thus, they reward good structure in thoughtfulness in your notes and preparation (see [Stay Organized](#)).
- However, due to the proctoring system, you must print off any necessary resources on paper prior to taking the quiz, so that you can access them.
- You may not collaborate with others during the quizzes, or discuss questions with other students after the quiz. You cannot use AI tools or the internet to help you.
- Quizzes and exams will be ended early if all students are clearly finished and content with their answers
- Quizzes will be graded promptly and reviewed the following week
- Quizzes cannot be made-up up if their deadline is missed.

Because of the fast nature of quizzes, you will not have time to look up answers to each of questions - please prepare by studying, reviewing, and understanding the content, using your organized notes and book as a quick backup.

### 6.4 Participation

A marginal portion of your grade is determined by your consistent participation with class activities. Participation is determined by:

- Posting 1 question on the weekly Q & A discussion post (on Blackboard). (1pt)
- Posting 1 response to another student's question on the weekly Q & A discussion post (on Blackboard). (1pt)

These points cannot be made up if the time frame for submission is missed. 4 sets of these points (i.e., 8 points total) are "dropped" from one's final grade - meaning that 4 may be missed with no immediate impact on the grade.

### 6.5 Homework

The exact content of homework will vary by week, but is generally designed to help build writing skills and content knowledge. We will introduce any relevant tools and skills in lecture, and the homework is an opportunity to then apply what is learned. The homework will also

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often serve as a prelude a writing exercise for the research proposal. Each homework assignment will have a separate instruction sheet with clear details on what is required for full points. Please see the relevant homework instruction sheet(s) for further details.

## 6.6 Research Proposal

This will be one of the most critical and important assignments in the course. You will be asked to generate an original research proposal that is ethical, well-designed, and rooted in a mature understanding of the scientific literature. This project will use many of the skills that you build throughout this course and should reflect a strong understanding of your capabilities as a budding researcher and writer. We will discuss this project more after the first few weeks and I will provide a rubric highlighting my grading standards for this project. This project will also help fulfill the SWS requirements of this course.

## 6.7 Extra Credit

At this time, I do not plan on offering any extra credit for this course. **Please do not ask me to offer it and do not plan on it being offered.** If I find an opportunity that I feel will enhance your experience in this course and be eligible for extra credit, I will notify you all through Blackboard. If I do add extra credit assignments, they will supplement the existing points total, rather than adding to the total itself. This means that they will functionally “make up” for lost points on the other assignments.

Partaking in any offered extra credit opportunities is an excellent way to subtly boost your grade and possible result in a higher letter grade.

## 7 Schedule

This schedule will be a rough plan for the semester. In addition to each scheduled quiz/exam and other in-class activities, keep in mind I will lecture on the assigned reading for that week. There is the possibility that this schedule will need to change - I will communicate if deadlines change.

### Notes on reading the schedule:

- Quiz number is in reference to the week number of content that will be tested upon. For example, quiz 1 will test on content from week 1.
  - Those assignments that are in the “Due” column will primarily be due at midnight on the Sunday of that week. For example, “Introductions” discussion posts are listed under date of Jan 6 and week 1. Therefore, this will be due Sunday, Jan 12th at Midnight.
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Week Number	Week	Reading	Quiz / Exam	Due
1	Jan 6*	Ch 1	-	Introductions
2	Jan 13	Ch 2	Quiz 1	Research Proposal Topic
3	Jan 20**	Ch 2	Quiz 2	Homework 1
4	Jan 27	Ch 3	Quiz 3	Research Proposal References I
5	Feb 3	Ch 4	Quiz 4	Homework 2
6	Feb 10	Ch 6-7	Quiz 5	Research Proposal References II
7	Feb 17	Ch 6-7	Exam 1 / Midterm	Homework 3
8	Feb 24		Quiz 6	Research Proposal Introduction Outline
-	Mar 3***	-	-	-
9	Mar 10	Ch 6-7	Quiz 7	Homework 4
10	Mar 17	Ch 5	Quiz 8	Research Proposal Measures and Sampling
11	Mar 24	Ch 5	Quiz 9	Homework 5
12	Mar 31	Ch 9	Quiz 10	Research Proposal Design and Analysis Plan
13	Apr 7	Ch 8	Quiz 11	-
14	Apr 14	-	Quiz 12	Research Proposal Final Drafts
-	Apr 21	-	Exam 2 / Final	-

\*The week of January 6th is the first week of class, there are no quizzes or homework due this day. However, we will cover lecture content this day, so students are advised to read the indicated pages after this class.

\*\*The week of January 20th contains Martin Luther King Jr. Day Recess, but there will still be weekly content to attend to, including a weekly lecture and assignments.

\*\*\*The week of March 3rd contains Spring Break. There will be no class content to attend to this week.

**Other Important Dates:** [Please see the GVSU Academic Calendar](#)

## 7.1 Final Exam Schedule

The final exam for this course will be open on Blackboard from **April 19 8:00am EST - April 21 8:00am EST**. Please ensure that you are able to take the exam at that time, and if not, contact me as soon as possible.

## 8 Additional Resources

Outside myself, the textbook, and course content, there is a wealth of student resources available to you all. While I will always aim to be helpful and available to the best of my ability, I strongly encourage you to utilize these resources to support your learning and achievement. Unfortunately, I am unable to offer extensive, individualized help to each student and may refer you to one of these services should you request that. Please visit the respective webpages for these services to learn more about what they can offer to you. There are many more than I can list, and you should definitely look at all the available services here: <https://www.gvsu.edu/clas/supporting-students-1136.htm>

### 8.1 The Tutoring and Reading Center (One-on-one Tutoring)

**Webpage:** <https://www.gvsu.edu/tutoring/>

#### Description

Tutoring in the College of Liberal Arts and Sciences (CLAS) serves students at Grand Valley State University by providing tutoring and supplemental instruction. We foster academic success by providing multidisciplinary content support and promoting positive study behaviors to cultivate empowered, persistent learners in an inclusive, accessible, and learner-centered environment.

### 8.2 Fred Meijer Center for Writing and Michigan Authors (Writing Help)

**Webpage:** <https://www.gvsu.edu/wc>

#### Description

The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center's services are free and students can work with an idea, assignment prompt, or draft of their

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paper. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm). Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center's website for up-to-date information. All service options (drop-ins, appointments, email support) can be accessed via the Writing Center's online scheduling system - Book It. We look forward to working with you!

### **8.3 GVSU Knowledge Market (Research, Writing, and Presentations Help)**

**Webpage:** <https://www.gvsu.edu/library/km/>

#### **Description**

The Knowledge Market is an interdisciplinary peer-to-peer collaborative service that brings together similarly-aligned academic programs to help students develop their intellectual skills, habits, and identities. The Knowledge Market offers one-stop support for library research, writing, oral presentations, and digital projects! Available to help with projects from any class, our highly-trained consultants are here for you.

We have two convenient locations and offer online sessions, so you can meet with us from wherever you are. To have a consultation, schedule an appointment or join the drop-in queue at any of our locations. We look forward to working with you!

### **8.4 Psych Friends Peer Mentoring (Peer-to-peer Mentoring)**

**Webpage:** <https://www.gvsu.edu/psychology/psych-friends-477.htm>

#### **Description**

Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Psych Friends Peer Mentoring aims to increase the academic success & well-being of psychology students by connecting upper division psychology majors (mentors) with students newer to the major (mentees). Psych Friends is a great way to expand your knowledge on all that the field of psychology has to offer and to build a social network with others within the psychology community.

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Make an appointment with a peer mentor to learn about the psychology and behavioral neuroscience major requirements, careers, and education paths in psychology, the graduate school application process, strategies to increase academic success, and/ or student self-care techniques. Our mentors would love to get to know you. We have plenty of time slots available to best fit your needs. Appointments can be made through Navigate and students can choose between having an appointment in person on campus, or to meet online via Zoom.

## 8.5 COVID-19 Resources

**Webpage:** <https://www.gvsu.edu/lakerstogether/>

Unfortunately, COVID-19 remains a threat to our student community. Please review the above link for resources to help protect yourself and others.

## 9 FAQ

### How do you say the professor's name, and how should I address you?

The phonemic spelling is Kwin-tin Kwahg-lee-ah-no. You are welcome to call me Quinton, Prof. Quagliano, or Prof. Q. Please do not address me as Mr. Quagliano (I find it odd) or Dr. Quagliano (I have not earned that honorific).

### What is the professor's background?

I have an B.S. in Psychology (neuroscience concentration) from [Calvin University](#), and an M.S. in Quantitative Psychology from [Ball State University](#). I am a full-time [psychometrist](#) at [Trinity Health Grand Rapids](#) in addition to my adjunct role here. Generally, I describe myself as being research-oriented with emphasis on advanced quantitative (statistical) methods applied to [psychometrics](#). I have had the pleasure on working on projects in a variety of theoretical domains, such as education, neuropsychology, neurology, psychiatry, and audiology. I remain loosely associated with Pine Rest Christian Mental Health Services, Ball State University, and Trinity Health Grand Rapids Neurology/Neuropsychology for ongoing research projects.

I was a TA and tutor for students throughout my undergraduate and graduate education, and have been involved in clinical work (inpatient psychiatry and outpatient neuropsychology) for the last 6 years. My CV will be posted in the course Blackboard if you'd like to know more about me.

### Can I talk to the professor about things other than class?

Of course! I love talking about research, careers, your academic journey, and your personal goals. You can always email me or stop by during office hours for a chat. Unfortunately, I cannot offer any research, teaching assistant (TA), or extracurricular opportunities to

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students at this time, but I can give you pointers on where to look for these things if you are interested! I can serve as a reference or “letter-writer” for your future endeavors, but only if you ask me. I ask that you generally refrain from interacting with me on social media, but you are welcome to:

- [Connect with me on LinkedIn](#)
- Follow my work and comments on [Github](#) and [StackOverflow](#)

### **Why so many quizzes and assignments?**

More assessments mean that a few bad scores won't sink your chances of a higher letter grade. Constant testing and revisiting of past topics are also excellent ways to learn and solidify concepts. It also lets me know if the class is struggling with certain topics, so I have time to re-hash ideas before the more-important exams. I know it may be stressful to have these every meeting, but I do promise they have a purpose to them. Take good notes revisit topics often and you should be okay.

### **How can I learn to write better?**

One of the best ways to learn how to scholarly write is to constantly read published, scientific articles. I've refined my own writing style a lot by just emulating the style of more experienced scientists. Of course, good writing is a skill build up over the course of many years; so be patient and consistent in developing your abilities. I am here to help you prepare your written assignments, but make sure to use the writing center and other resources as well!

### **Can I re-take or re-submit an assignment, exam, or quiz for a revised score?**

No. I give you adequate time, resources, and in-class support to study for quizzes/exams and prepare assignments. I will give constant feedback so that you are better equipped for future assignments, but cannot re-grade revised assignments. I'd like for students to be proactive in creating high-quality work the first time by starting work early and using good study habits.

### **Why is the research proposal due before the final exam?**

My hope is that, by requiring this due prior to the final exams, you can better focus your efforts at the end of the semester towards studying and preparing for the exam in this course, and your other courses. It also means I can grade it quickly and have your course grade fully updated going into the final. This way, you know where you are at and can get a sense of your ability to aim for a certain letter grade. Because I have due dates for your topic and early work of on this project, you likely will already have a good start ahead of the due dates.

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## 10 Tips for Success

### 10.1 Read This Syllabus (Seriously)

It is my goal that students never feel that the logistics, policies, and expectation of our class are unclear or opaque. This syllabus is quite long, but is designed to preemptively answer many of the common concerns and questions of students. The best way to stay on track with the course and understand how I've set things up, is to read this document. I urge you to familiarize yourself early on with the contents of this syllabus, and please contact me if anything remains confusing.

### 10.2 Back Up Your Work

We have all been in the undesirable position of losing hours of work due to a sudden power outage or accident. I **strongly** recommend that you use platforms and methods to maintain your work in case of an accident. Use services like [Microsoft OneDrive/365](#) or [Google Drive](#) to save your work in the cloud, or use software like [git](#) to version control your work. Save regularly and often, enabling auto-save if it is a feature in the software you use. While I empathize with the pain of suddenly losing work, technology issues are not an acceptable excuse for late work - as there are a variety of ways to preemptively protect your progress.

### 10.3 Stay Organized

The start of the semester is the best time to establish the right organization method that keeps you on track. Losing assignments, papers, and notes to the void can feel like a huge setback. Think critically now about how you want to organize your physical/digital documents, and get it ready now. Stick with it, and you'll find it much easier to look back later when you need that knowledge! But remember to [Back Up Your Work!](#)

### 10.4 Create a Weekly Schedule

While I provide a course [Schedule](#) to give structure to the overall class, I would recommend setting up a personal schedule for studying and attending to assignments throughout each week. Procrastinating and trying to rapidly complete work before deadlines will hurt the quality of your work and that will likely be reflected in your grade. Establishing good time-management habits early on in the semester will help you maintain a good balance between your life and classes.

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## **10.5 Communicate Well With Me**

I ask that you regularly attend to your email and Blackboard so that you see important notifications from me regarding this course. If you need help or have questions please do reach out to me as soon as possible (preferably via email). Ignorance or avoidance of emails and notifications is not an excuse for late or poor work. I am always happy to point you in the right direction or clarify something, but I can only do so if you tell me your concerns.

## **10.6 Take Care of Yourself**

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

Balancing undergraduate studies with the stresses of life is difficult and is a time of change for many students. Make sure you get enough sleep, eat food and drink water, and spend time with friends and family. You'll do best in my course (and every course) when you are at your best mentally and emotionally! I look forward to supporting you all best I can this term!

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