



**Department of Psychological Science
Central Connecticut State University**

PSY221-04: Research Methods I
Spring 2017

Monday & Wednesday 10am -11:55am
SSH 104

“Only through the methods of science will the processes of the mind be understood.”

-John Stuart Mill (1843)

“Deficiencies of innate ability may be compensated for through persistent hard work and concentration. One might say that hard work substitutes for talent. Or better yet that it creates talent.”

-Santiago Ramón y Cajal

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Office Hours: M 1:30-3:30pm, W 8-9:30am, F 10-11:30am; or by appointment in **Marcus White 218**.

About PSY221:

Let’s address the “elephant in the room” right now – you’ve probably heard that Research Methods can be overwhelming and intimidating. And for good reason! In addition to developing knowledge of research design, PSY221 and 222 require you to put such knowledge into practice. In these courses you learn how to: 1) search the psychological literature; 2) read said literature; 3) synthesize said literature; 4) develop research questions (from said literature); 5) develop an ethical and rigorous methodology to test your research question(s); 6) test participants; 7) organize, analyze, and interpret your data; 8) communicate your findings in the language, style, and format of professional psychologists. In short, you become psychological scientists.

That’s a lot to ask. And that’s why PSY221 and 222 are nothing short of transformative. The Research Methods sequence will build your knowledge and intellectual skill. But you will find that these courses will do much more. Because of their rigorous nature, you will develop emotional coping strategies necessary to persist and reach a long-term, challenging goal. You will become “grittier”, which predicts success in a variety of contexts. You also have the chance to leverage other character strengths. You can develop your enthusiasm or zest for research, fuel your curiosity, practice self-control, express gratitude for this incredible opportunity, and put your social intelligence to work as you interact with your peers and with me. You also can cultivate hope, or optimism – your research methods project can be a gateway to your future whether you are going into the workforce or pursuing graduate study.

In PSY221 our emphasis will be to develop your understanding of quantitative methodological design and statistical analysis, and to generate a proposal for a research project that you will implement in PSY222. So, we will forge ahead on three fronts: Conceptual Application and Explanation, Statistical Analysis, and Research (CAESAR). In previous years, I’ve tackled one or two of these fronts in a single class period. But I realized that this approach does not necessarily produce good retention – I mean, we could talk about statistics for 2 hours straight, but how much would you really get out of that? I found my students becoming overwhelmed. So, I’ve redesigned this class so that we make

steady progress on at least two fronts every single class. We will also spend some class time in “strategy” or “planning” sessions using techniques verified by psychological science to maximize your chances for success. I hope that this approach will help you get the most out of this class and make steady progress throughout the semester.

Required Instructional Materials:

- Morling, M. (2015). *Research methods in psychology: Evaluating a world of information (2nd Ed.)*. New York, NY: W. W. Norton & Co. ISBN: 978-1-8487-2600-0
- Materials posted on Blackboard Learn (Bb Learn). Consequently, you should have a **fully tuned-up internet browser** that permits access to all features of Bb Learn on your computer and/or mobile device.
- SPSS. We will be using SPSS to conduct our statistical analyses. Most university computers have SPSS installed. You can access SPSS from home using the Citrix server. **If you intend to access SPSS remotely, please attempt to do so now** before any computer assignments are due. To use Citrix, you need to download a file that allows the program to launch from your personal computer (http://www.ccsu.edu/it/itselfhelpfaq/using_remote_application_server.html; <https://xenapp.ccsu.edu/web/>). Follow the directions at the site. If you have problems, call the CCSU Help Desk – 860.832.1720.
- Microsoft Excel, Microsoft Word, and Microsoft PowerPoint (2010 or 2013). Essentially, you need a word processing program, a spreadsheet program, and a presentation program. All University computers have Microsoft applications and you can access them remotely through the Citrix server. Mac users can use Pages, Numbers, and Keynote, **but please save the documents as the Microsoft counterparts**. You can also use the corresponding applications that **Google Docs** offers (www.docs.google.com), but you might find that you cannot format your APA-styled research report properly. For presentations, you can also use Prezi (<http://prezi.com/index/3/>) or PowToon (<http://www.powtoon.com/>).

Highly Recommended Materials:

- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: Author. ISBN: 978-1-4338-0561-5
- Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for psychologists (5th Ed.)*. New York, NY: Routledge (Taylor & Francis Group). –OR– Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics (4th Edition)*. Washington, DC: Sage. ISBN: 978-1-4462-4918-5. There is a companion website: www.uk.sagepub.com/field4e. And, Andy Field’s personal website is highly recommended: <http://www.statisticshell.com/> A gentle word of warning: Andy Field has an irreverent sense of humor that can be a bit polarizing. That said, he explains concepts really well.

About Dr. Fallon:

I have investigated perceptual and cognitive factors that affect how humans of all ages understand speech. At the University of Toronto, I designed experiments to examine how monolingual children ages 3 to 11 and adults identify speech in noisy backgrounds. I extended this line of research to bilingual children and to deaf children who have cochlear implants (devices that convert sound as we know it to electrical impulses, and send such information to auditory, or sound, centers in the brain). Then I focused on the opposite end of the age spectrum and investigated how older adults (age 65+) cope with speech differing in complexity (e.g., rapidly presented speech, syntactically complex speech, unpredictable speech). In addition, I studied how older and younger listeners learn and remember statistical regularities from auditory patterns. But my passion is to use psychological science to help college students succeed. To that end, I have conducted experiments and quasi-experiments examining how technological aids (e.g., clickers and screencasts) and achievement motivation (namely, sense of purpose, sense of belonging, character strengths, and growth mindset) promote student success.

I am also committed to developing students’ emergent research and communication skills. Since arriving at CCSU in 2006, the vast majority of my publications have involved at least one undergraduate or graduate researcher. I have collaborated with students on correlational and experimental projects that have taken me well beyond the realm of cognitive psychology. My students have examined topics as diverse as the effects of using Facebook on the relationship between social efficacy and social anxiety, to associations between sexual debut and relationship and sexual satisfaction

in young adults' dating relationships, to the efficacy of different art interventions reducing state anxiety. I am committed to helping students take their research to the next level, whether it be a conference presentation or a published manuscript. Recently I published a book intended to help emerging researchers in the social and behavioral sciences write up their quantitative research – check it out on Amazon! Within the book are sample research reports generated by CCSU undergraduates in psychological science, political science, and sociology; these students' projects were conceived (and born) in their Research Methods course.

So, that's me as a researcher and a scholar. Perhaps the more immediate question is: What am I like as a professor? My mission is to inspire and empower students to ask incisive questions and answer them using psychological science. It is also my job to help you learn how to learn (i.e., become a self-directed learner). To this end, I have crafted a course that: 1) offers you more power over your learning; 2) builds widely applicable and transferrable skill while you engage with course content; 3) shifts my role from information-dispenser to guide and facilitator of learning; 4) encourages you to take more responsibility for your learning and gain confidence as a learner; and 5) uses evaluation activities to fundamentally enhance your (and my) learning. Further, I apply the latest research in cognitive psychology to maximize your understanding and long-term retention. And I apply research on motivation and positive psychology to help you grow as a person and develop more fulfillment in your life.

Learning Objectives:

The learning objectives in this course tap five of six learning outcomes that the Department of Psychological Science considers essential. The following table delineates these objectives and the specific assignments in this course that will meet them (assignments are described in detail later):

Departmental Learning Objective	Course Learning Objective	Assignments
LO1. Identify, describe, and apply key concepts, principles, and overarching themes in psychology.	LO1a. Define concepts related to observational, correlational, and experimental research designs. LO1b. Define descriptive and inferential statistical concepts. LO1c. Apply methodological and statistical concepts.	Preparation Quizzes Review Quizzes In-Class Explorations Final Exam
LO2. Interpret, design, and conduct basic and applied research.	LO2a. Generate a testable research question. LO2b. Locate relevant peer-reviewed empirical literature. LO2c. Develop a methodology to answer a research question. LO2d. Analyze and interpret data using SPSS. LO2e. Analyze and evaluate the validity of empirical research.	In-Class Explorations Independent Practice Research Proposal
LO3. Demonstrate effective written and oral communication skills in various formats and for various purposes.	LO3a. Generate an APA-style Results sections. LO3b. Generate an APA-style research proposal. LO3c. Orally present a research proposal.	In-Class Explorations Independent Practice Research Proposal
Departmental Learning Objective	Course Learning Objective	Assignments
LO5. Apply ethical standards to evaluate psychological science and practice and adopt values that build community at local, national, and global levels.	LO5a. Identify APA ethical principles. LO5b. Participate in ethically approved empirical research projects or interview researchers about their projects. LO5c. Apply APA ethical principles to research practice.	Preparation Quizzes In-Class Explorations Review Quizzes Final Exam Research Proposal

<p>LO6. Identify and develop skills and experiences relevant to achieving career goals.</p>	<p>LO6a. Complete surveys requiring self-reflection about learning and performance. LO6b. Analyze prior performance with the goal of increasing success. LO6c. Interact professionally with professor, classmates, and participants.</p>	<p>Reflective Practice Research Proposal</p>
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Important things to know about the general format of the course:

This course differs from a traditional course in three ways:

First, almost all learning opportunities will be mediated through Bb Learn. As such, **you must have access to a computer with a broadband connection.** You might be able to make ends meet with the Bb Learn mobile app for some learning opportunities and course content. If you do not have a personal computer, make time to do your computer work on campus. If you don't feel that you are technologically savvy, look upon this course as an excellent opportunity to develop your skills. Indeed, improving students' technological skills is part of the University's Strategic Plan to meet the workforce needs of the State of Connecticut:

Objective 3.1: Following a well thought-out strategy, increase the number of courses that incorporate educational technology to promote student engagement, learning, and academic success, including developing hybrid/blended-learning courses and online courses and programs. (<http://www.ccsu.edu/page.cfm?p=1345>)

There are **no specific times that you need to be online for this class.** You may do your work at your own pace as long as you adhere to due dates and times. This practice has several important implications:

- You must pay very close attention to when opportunities are due.
- You are more than welcome to submit assignments early. In most cases, I will return your work after the due date has passed.
- All feedback for your work will be available through Bb Learn. **You are responsible for knowing how to find your feedback.**

Second, this course contains multiple assignments that range in point value and scope. Cognitive psychology tells us that learning occurs incrementally. Infrequent high-stakes assignments encourage students to “pump and dump” (i.e., cram information in, spit it out, and move on). In this class, higher-stakes assignments are balanced with lower-stakes and frequent assignments. To get the most out of this course, you should complete as many assignments as possible. That said, you are not expected to submit every assignment, complete each assessment, or post to every discussion board. Rather, you have some flexibility to build your learning experience based on your schedule and interest. (More to come on this...)

Third, the majority of time spent in class will be devoted to skill development, not lecture. That is, you will engage in activities that directly relate to higher stakes assignments, such as your research project and final exam. Consequently, **you need to spend a significant amount of time preparing for class.** You will read the text and watch screencasts that serve as lectures for this course. You will test your current understanding of the material with Preparation quizzes before class. During class you will have the opportunity to activate your understanding and then ask questions about the concepts. **You are “driving the bus” in class.** I have planned specific objectives and activities for each class, but our discussion of the material is entirely dependent on you. So if you do not understand something or want to probe something further, you need to take ownership of that – ask questions! Activities in class are designed to bring you to the “next level” of understanding and/or skill development. As such, I hope to provide you with tailored, in-class practice that will maximize your success in the course and beyond.

YOU SHOULD SPEND AT LEAST 8 HOURS PER WEEK ON THIS COURSE OUTSIDE OF CLASS. REALIZE THAT THE UNDERGRADUATE HANDBOOK SUGGESTS THAT YOU SPEND 3 HOURS PER CREDIT HOUR ENGAGED IN COURSEWORK OUTSIDE OF CLASS. THAT TRANSLATES INTO 12 HOURS A WEEK FOR A 4-CREDIT COURSE.

**I EXPECT YOU TO START WORKING ON DAY 1 AND KEEP WORKING STEADILY
THROUGHOUT THE SEMESTER.**

Achieving your performance goal in PSY221:

Your final grade is out of **1000 points** and is determined according to the following table:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Points	>925	895-924	866-894	826-865	795-825	766-794	726-765	695-725	666-694	626-665	595-625	<594

If you find it easier thinking about your final grade in terms of percent, the conversion would be:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Points	>92.5%	89.5%-92.4%	86.6%-89.4%	82.6%-86.5%	79.5%-82.5%	76.6%-79.4%	72.6%-76.5%	69.5%-72.5%	66.6%-69.4%	62.6%-66.5%	59.5%-62.5%	<59.4%

You earn points towards your final grade by submitting assignments. As you will soon learn, there are many *types* of learning opportunities included in this course and there are numerous *instances* of most types of learning opportunities. Before you hyperventilate, **the course is designed to allow you some flexibility in completing assignments** (BREATHE!). To a certain extent, you can skip or choose certain learning opportunities over others. I believe that you should have as much power over your learning as possible while achieving the course’s learning objectives. Please note, however, that **some opportunities are mandatory**.

Your final grade is comprised of three main components: (1) **Freedom Opportunities**; (2) **Mastery Opportunities**; and (3) **Research Proposal Opportunities**.

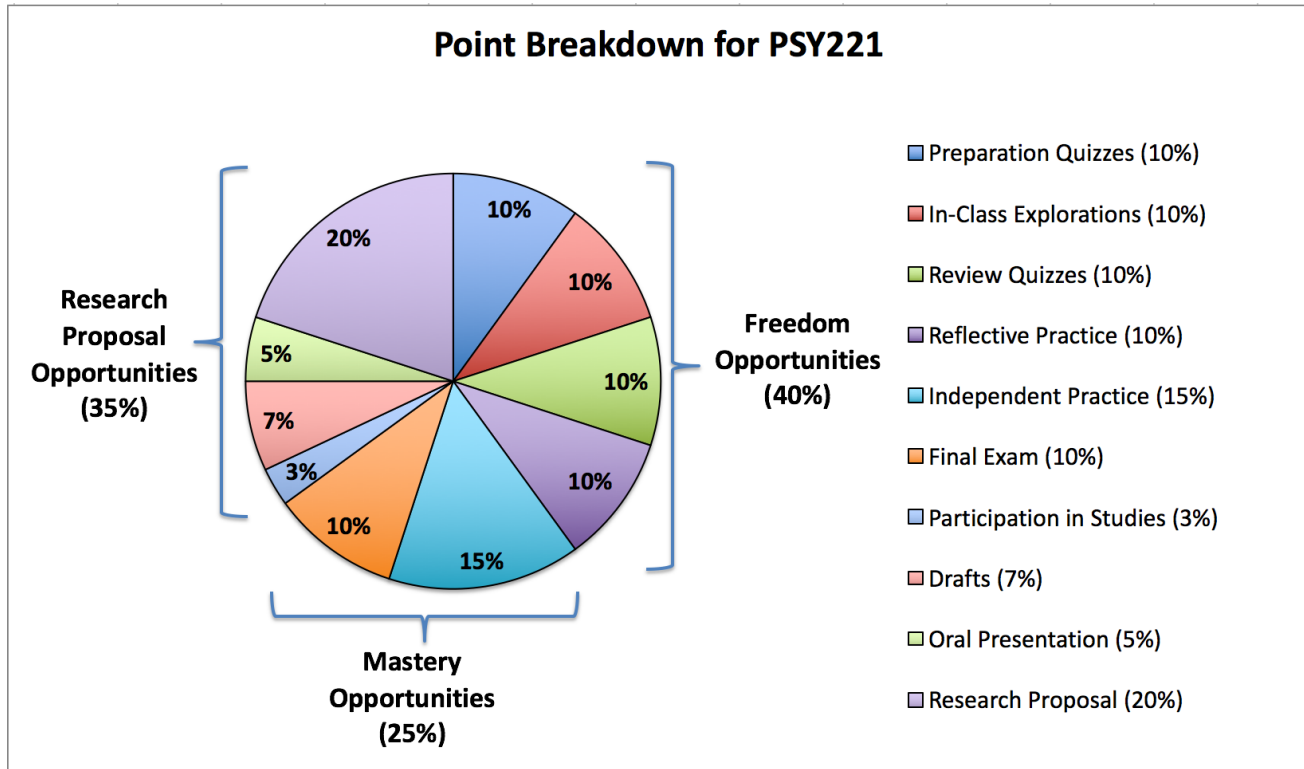
Freedom Opportunities are low-stakes opportunities that promote incremental learning and reflection throughout the semester. They comprise **40% of your final grade** (i.e., **400** points). You earn these points by completing Preparation Quizzes, In-Class Explorations, Review Quizzes, and Reflective Practice. Each element comprises **10% of your final grade** (i.e., **100** points each). These opportunities are described in detail later in the syllabus. Any points you earn in these opportunities go straight into a “bucket”. You simply keep summing these points. Consequently, not doing well on a particular opportunity doesn’t necessarily bring down your grade; you just don’t earn a lot of points for that particular assignment. You can make up points along the way if you miss some opportunities. Of course, the higher the grade you earn on an opportunity, the more quickly you reach 100 points for each category. Thus, you should do everything you can to max out. If you have maxed out on a particular component of Freedom Opportunities, you can continue earning credit towards your final grade at 10% per point above your maximum. So, if you have 150 points for Preparation Quizzes, you’ve earned 50 points above the maximum of 100. Those additional 50 points are converted into 5 bonus points ($50 \times .10 = 5$) on your final grade (that’s a 0.5% increase to your final grade!). Persistence pays off... But note well that for an assignment to be counted for extra credit, you must earn at least 60% on it.

Mastery Opportunities are opportunities to master skills and content. They comprise **25% of your final grade** (i.e., **250** points). You earn these points by completing Independent Practice assignments (15% or 150 points) and a final exam (10% or 100 points). These opportunities are described in detail later in the syllabus. For Independent Practice assignments, your best 5 out of 7 grades factors into your final grade. Thus, you have some opportunity to improve your mastery of the material, and consequently your grade. Note that the options to improve performance on Mastery Opportunities are more limited than those for Freedom Opportunities. That said, certain Freedom Opportunities are

designed help you prepare for Mastery Opportunities. In other words, you have a chance to practice the material and develop the skills needed to succeed on Mastery Opportunities.

Research Proposal Opportunities include all activities related to the research project. They comprise **35% of your final grade** (i.e., **350** points). You earn these points by participating in research (3% or 30 points), submitting drafts (7% or 70 points), presenting your project orally (5% or 50 points), and the proposal itself (20% or 200 points). These opportunities are described in detail later in the syllabus. **All Research Proposal Opportunities are mandatory.**

This graph will help you visualize how much each category of opportunities contributes towards your final grade:



At this point, you may be understandably confused. This is not a traditional grading scheme and you may have never experienced anything like this before. So why do it this way? First, I offer many opportunities because students have different learning preferences, goals, and needs. The opportunities offered are intended to address and to capitalize on such diversity. Second, these opportunities are designed to help you learn the material more deeply and instill effective and efficient habits of learning. My decisions about assignments and the course structure are informed by cognitive psychology and positive psychology. If you ever wonder why I assign something, please ask me. I'm happy to explain my rationale.

Your grades will be available on Bb Learn. Grades for some opportunities will be immediately available upon completion. Anything that I have to read and evaluate will not be immediately available. If you are looking in "My Grades" in Bb Learn, **exclamation points** indicate that an assignment still needs to be graded. A **clock icon** indicates that an assignment is in progress and has not yet been submitted. A **grey circle** indicates that I have excluded a grade. Excluding grades is most likely to occur for Independent Practice assignments because I take the best grade(s) out of several opportunities.

Your Bb Learn gradesheet (My Grades) includes columns that automatically sum particular types of opportunities (e.g., Preparation Quizzes). For most of the semester, these columns will automatically update as soon as opportunities are graded. However, as students begin earning extra credit, I will need to update Freedom Opportunity columns manually. (Bb Learn does not have the functionality to automatically calculate extra credit—boo!) I have also posted a series of benchmarks so that you can monitor your progress throughout the course. This way, you can get a sense of "where you should be" at the end of each week if you wanted to be on track to earn a certain grade in the course. Further, I have set up a series of achievements in Bb Learn that will appear when you've reached a particular milestone or done something else singularly awesome. **At the end of the day, you are responsible for knowing where you stand in the class.**

More about Freedom Opportunities:

You can **earn up to 400 Freedom Opportunities** (i.e., **40%** of your final grade) by completing Preparation Quizzes, In-Class Exploration, Review Quizzes and Reflective Practice assignments. Each element comprises **10% of your final grade** (i.e., **100** points each). Further, any point you earn above the maximum for each of these components converts into .10 points of extra credit. Thus, you should do everything you can to **max out on Freedom Opportunities** and then continue to earn extra credit. Once you have maxed out, you must earn **at least 60% on subsequent assignments** to count towards extra credit. There are **at least 700 Freedom Opportunity Points available over the semester**.

Specifics about Preparation Quizzes:

Do you remember when you got your first cell phone? At that time, you may not have been able to text, take pictures, or download information from the internet. However, this initial exposure to more “primitive” models provided a foundation to learn more when the technology advanced. You didn’t have to reinvent the wheel each time you upgraded to a new model. That’s the beauty of Preparation Quizzes. Building knowledge with Preparation Quizzes before coming to class makes it easier to learn during class. You can more easily recognize when information is new and thus pay more attention to it. If everything you encounter during class is new, you can easily become overloaded. Further, if you’ve already done some legwork before class you can better diagnose gaps in your knowledge. In short, preparing for class can help you remain optimally engaged.

You should aim to earn **AT LEAST 70 points for Preparation Quizzes** across the semester. Technically, you can max out (i.e., earn 100 Preparation Points) without doing all of the quizzes. That said, there are several reasons why you should complete all of the Preparation Quizzes. First, these quizzes make you encounter information incrementally, or little by little. Cognitive psychology has demonstrated that incremental practice is a very efficient means of retaining information, especially in the long term (like when you have a cumulative final exam... ahem). Second, your performance on these quizzes can provide me with a good sense of your current understanding on a topic. This way, I can tailor our in-class work to address concepts that need more practice. Third, professors expect you to prepare for class and regularly study the material and/or practice skills anyway. This class actively rewards you for doing so.

Preparation Quizzes...

- consist of **multiple-choice, matching, and/or fill-in-the-blank** questions. These questions are **selected randomly** from a pool of questions. Therefore, you and a peer will likely not receive the same questions.
- contain questions based on Morling’s text and material (e.g., videos, screencasts) posted to Bb Learn.
- are **OPEN** book/note/source.
- are located in the **Preparation Quizzes Module** on Bb Learn and are submitted through Bb Learn. Only “current” Preparation Quizzes will appear in the module; previously taken quizzes will disappear once the availability period has elapsed. However, you can still access your feedback through “My Grades” in Bb Learn.
- are worth **15 points**.
- are **not timed**. You can exit the quiz and resume it later, but you must submit it before the deadline.
- are a **one-shot deal**. Check your responses carefully before submitting. Carefully inspect your feedback so that you know what material you need to review more carefully.

Specifics about In-Class Explorations:

Two hours can go by in the blink of an eye or it can feel like forever. Cognitive psychology has demonstrated that the more deeply you process and actively engage with the material, the better you learn it. Although I will occasionally lecture to further discuss or clarify points from the text, videos, or screencasts, you will actively participate in activities during class to reinforce course material and develop critical thinking, communication, and interpersonal skills.

Sometimes all it takes to make a class really enjoyable is one stimulating, positive interaction with a peer or a small group of peers. Those of you who are not terribly comfortable working in groups because you’ve been burned in the past

(we've all been there) and/or because you are introverted can look upon this as an opportunity to dispel old demons and/or gain confidence expressing your ideas with others. I ask that you approach these opportunities with an open mind and a willingness to strive towards greatness together.

You should aim to earn **AT LEAST 70 In-Class Exploration points** across the semester. Technically, you can max out (i.e., earn 100 In-Class Exploration points) without coming to all classes. However, there are several reasons why completing all opportunities is optimal. First, In-Class Explorations are a de facto attendance policy. If you attend, you have the opportunity to learn and earn points towards your final grade. If you don't, you lose those opportunities. You may have been in classes where you could "safely" not attend and still do quite well in the class. Let me assure you that Research Methods is not one of those classes. Second, completing these explorations will give you a very good sense of your current level of knowledge. If you bomb an In-Class Exploration, you know what you need to spend extra time studying/practicing to perform well on other opportunities. Third, you might find that some In-Class Exploration questions reappear on the Final Exam.

In-Class Explorations...

- will occur during **at the end of every class**. You earn these points by **physically being present in class**. That is, you cannot earn the points "online". However, if class is canceled, you can complete activities online.
- are located in the corresponding **In-Class Explorations folder** on Bb Learn.
- are worth **15 points**.
- can take **multiple forms**:
 - *Attendance and active participation in class*. You earn these points by being an active and engaged participant during class. Stay focused and involved in all that we do.
 - *Group activities*. Bouncing ideas off of each other and/or sharing strategies for problem solving can reap many rewards. In addition to potentially learning more with others than alone, working in a group can foster social connections and make for a more interactive, positive classroom environment. Everyone must be invested and group members need to attend to others' needs, rather than avoid them.
 - *Individual work*. Sometimes I will ask you to work by yourself. The assignments can be written or be in a quiz format similar to Preparation Quizzes.
 - *Peer review*. You will often have the opportunity to review your classmates' work (and they will review yours). As such, you will bring drafts of your work to class on particular days.

Specifics about Review Quizzes:

Do you remember taking the practical portion of your driver's test? How did you prepare for it? Did you read over the instructor's manual of your car and figure that you could learn to drive that way? Or did you take driving lessons? I bet you prepared for the driver's test by practicing the information and skills that would be tested. You may have even put yourself through a mock driver's test so you could simulate what the actual test would be like. Now you know why there are Review Quizzes in this class. Practice testing gives you the opportunity to practice retrieving information, which is what you need to do during some In-Class Explorations and your Final Exam. Re-reading your notes does not give you practice retrieving information.

You should aim to earn **AT LEAST 70 points for Review Quizzes** across the semester. Technically, you can max out (i.e., earn 100 Review Points) without doing all of the quizzes. Just like Preparation Quizzes, you have good reason to complete as many Review Quizzes as possible. First, Review Quizzes compel you to self-test and give you retrieval practice, which is vital for long-term retention. Second, the Review quizzes will contain previously learned material and will employ a strategy called interleaved practice. This is where you practice information across several chapters in a random order rather than blocking practice (e.g., all Chapter 1, followed by all Chapter 2, etc.). Interleaved practice is rough when you are studying. You tend to be slower and not terribly accurate. But that pattern reverses itself during a test because the test contains questions in a random order – exactly what you practiced doing during interleaved practice. Third, some of the quiz questions you encounter may reappear on the Final Exam.

Review Quizzes...

- consist of **multiple-choice, matching, or fill-in-the-blank** questions. These questions are **selected randomly** from a pool of questions. Therefore, you and a peer will likely not receive the same questions.
- contain questions based on Morling's text and material (e.g., videos, screencasts) posted to Bb Learn.
- are **CLOSED** book/note/source.
- are located in the **Review Quizzes folder** on Bb Learn and are submitted through Bb Learn. Only "current" Review Quizzes will appear in the module; previously taken quizzes will disappear once the availability period has elapsed. However, you can still access your feedback through "My Grades" in Bb Learn.
- are worth **10 points**.
- are **timed**. Once you start it, you need to finish it. The amount of time allocated to complete the quiz will vary based on the number and type of questions. Remember, this is a practice test; taking the quiz should simulate what happens when you complete your Final Exam.
- are a **one-shot deal**. Be sure to carefully inspect your feedback so that you know what material you need to review more carefully. Be aware that earning 100% on a Review Quiz is no guarantee that you will experience the same outcome on the Final Exam. Completing Review Quizzes is not enough to ensure your success on the Final, but it is a great start.

Specifics about Reflective Practice:

Have you ever had a semester feel like a "blur"? You push and push and when you finally come up for air after exams, you may not have a really clear sense of how you ended up at that point. You may feel as if you "survived", but don't appreciate how you changed or grew as a learner. Being a successful life-long learner involves reflecting on your learning and performance and making adjustments when necessary. You will have the opportunity to regularly do so in this class. Although some assignments are specific to the class, other assignments give you the opportunity to reflect on your academic journey in general. I hope that such activities can improve your experiences in other courses.

You should aim to earn **AT LEAST 70 Reflective Practice points** across the semester. Technically, you can max out (i.e., earn 100 Reflective Practice points) without completing all of the assignments. There are approximately **200 Reflection Practice points available**. There are many benefits to completing these opportunities. First, certain Reflective Practice opportunities give you the space to take stock, reflect on performance, and plan for the future. Such practice is associated with improved learning. Second, some opportunities give you the chance to reflect on different aspects of the course and your learning preferences. This information helps me be more responsive to your needs and to better understand how this course can be a transformative experience. Third, other opportunities allow you to reflect upon qualities that can increase your likelihood for success in this course and in all of your college courses. These exercises derive from research in motivation, cognitive psychology, and positive psychology. **Please, take the time to do them and do them well.**

Reflective Practice Assignments...

- are available **each week** (refer to Course Schedule).
- are located in the **Reflective Practice folder** in Bb Learn. All assignments, with the exception of the traditional course evaluation (see below), will be submitted through Bb Learn.
- are worth **5 to 20 points**, depending on the opportunity.
- can take several forms:
 - *Reflecting on feedback provided for assignments.* If you don't access your feedback, the likelihood of your improving your work is slim. Further, if you don't take the time to review the feedback carefully and reflect on ways to improve your submissions, you will likely find yourself frustrated with your degree of improvement (or lack thereof). These assignments are **private**.

- *Discussion boards.* Occasionally I pose a question on a **public** discussion board. It could have something to do with the material in the course, your experience of the course, or your opinion about attitudes and strengths that could impact your success. Sometimes it helps to share your thoughts with your classmates, who are in the same boat as you.
- *Where do you stand?* Periodically, you will have the opportunity to state your current standing in the course and reflect on your progress. You can determine whether you are where you want to be and plan how you intend to reach your goals. Such assignments are **private**.
- *CIQ (Critical Incident Questionnaire).* The CIQ is your opportunity to tell me how you think the course is going. You will be asked to describe particular events that you found engaging, distancing, affirming or helpful, puzzling or confusing, and surprising. This opportunity will be available at various times during the semester. CIQs are worth a flat 5 points (i.e., you respond to the questions, you earn 5 points). Your responses are **private and anonymous**. I will post the responses from the CIQ so that you can review them. Occasionally, I will review certain responses in class or point something out in a class-wide e-mail.
- *Attitudes about Research Methods and statistics, classroom climate and learning.* Unlike the CIQ, these opportunities are surveys in which you will be asked to rate your attitudes towards Research Methods and statistics, learning in general, and classroom climate. There are 4 or 5 short surveys available at the **beginning and end of the semester**. Completing each set of questionnaires is worth a **flat number of points (20 for the first round, 16 for the final round)**. **You must complete all questionnaires at a given administration to earn the credit.** You can **refuse to answer any question** that you feel uncomfortable answering. Your responses are **private but I will ask for your name so that I can assign you credit**. However, I will not examine your responses until final grades have been submitted.
- *Course Evaluations.* You've all seen the standard end-of-the-semester evaluations; completing it is worth **10 points**. The evaluations are **private and anonymous** as always, and I will have a sign-in sheet available so that I can assign you credit for its completion. Although such information is helpful, I find that I have more specific questions that I would like to ask of you. To this end, I'd like to give you the opportunity to complete a more comprehensive evaluation at the end of the semester. This online, redesigned course evaluation is worth a **flat 15 points**. You must complete all portions of the evaluation to earn the credit. Your responses are **private and anonymous**.

More about Mastery Opportunities:

You can **earn up to 250 Mastery Opportunity Points** (i.e., **25%** of your final grade) by completing Independent Practice and a Final Exam (described later). **Independent Practice assignments are worth at total 150 points** (i.e., **15%** of your final grade) and your **best 5 grades** count towards your final grade. The **Final Exam is worth 100 points** (i.e., **10%** of your final grade).

If you want to improve your grade on assignments and are unsure how to go about doing so, carefully examine the feedback you receive and come to my office hours to ask questions. Translation: **MAKE EACH OPPORTUNITY COUNT.**

This table summarizes important aspects of Mastery Opportunities:

Opportunity	Point value	Total # of opportunities offered	# of "best" grades counting towards your Final grade
Independent Practice	30	7	5 (drop lowest 2)
Final Exam	100	1	n/a

Specifics about Independent Practice:

You've heard the saying "practice makes perfect", yes? Well, that's a bit oversimplified. *Deliberate* practice (i.e., sustaining focused effort on a problem and seeing it through to completion despite experiencing setbacks) makes perfect... eventually. Deliberate practice means feeling confused and failing on occasion in pursuit of mastery. Independent Practice assignments are opportunities to practice skills outside of class and not under particular time pressure (unless you make it so).

There are **7 Independent Practice assignments** available throughout the semester. Your **best 5 assignments** are factored into your final grade. All of the assignments analyzing data using SPSS, interpreting results, generating graphs, and writing up your results in APA format. A complete set of instructions, questions, grading criteria, and formatting guidelines accompany each assignment. I expect you to **use the APA template(s)** that I provide to help you structure your write-up. All submissions must be in **APA format**.

Independent Practice Opportunities...

- are due at **the start of class** on dates specified in the Course Schedule.
- are located under the **Mastery Opportunities header** in the **Independent Practice folder** on Bb Learn.
- are posted at least a week before they are due.
- are worth **30 points each**.

Specifics about the Final Exam:

If you work incrementally and steadily throughout the semester (as the course is designed to promote), then the Final Exam should hold no surprises. That said, you should still prepare (i.e., study) for it – simply doing all of the assignments is not enough. You need to carefully monitor what you know well and what you need to spend more time learning.

The Final Exam...

- occurs during the Final Exam Period.
- is worth **100 points**.
- contains questions based on your **text, screencasts, videos, and other materials (e.g., empirical articles) posted on Bb Learn**.
- consists of **100 multiple-choice** questions.
- is **cumulative**.
- is **CLOSED book/note/source**. Use the information, strategy, and skills residing in your brain to answer the questions.
- will be located under the **Mastery Opportunities header** in the **Final Exam folder** on Bb Learn. You will submit your responses online in the same way that you would a Preparation or Review Quiz.

More about Research Proposal Opportunities:

You can **earn up to 350 Research Proposal points** (i.e., **35%** of your final grade) by completing assignments related to your Research Proposal. As you've probably surmised by now, your Research Proposal is a BIG deal. For this reason, I plan assignments and activities throughout the semester that maximize your chances for success.

- *Participating in Research Studies*. Research is a community enterprise. You depend on participants to provide data, so you should know what it feels like to be one. Further, participating in research gives you a model for how your study might proceed; models show you what works well and what can be improved. To participate, you will sign up through the SONA system (which is what you will need to do when you recruit

participants for your own study in 222!). Each research credit you earn is worth **5 points**. You can participate in up to 6 studies **for a total of 30 points (or 3% of your final grade)**.

- *Drafts*. Throughout the term you have the opportunity to submit elements of your Research Paper (see below) for my feedback. Drafts account for a total of **70 points (7% of your final grade)** and are graded on merit.
- *Oral Presentation*. Psychological scientists talk about their research with their peers; so shall you. You will share your research with us during the final three classes of the semester. You can present traditionally in front of class, or you can create a screencast using narrated PowerPoint slides, Camtasia, or PowToon (the IDTRC has licenses for the latter two programs, which you can use free of charge). Your presentation is worth **50 points (i.e., 5% of your final grade)**.
- *Research Proposal*. You will communicate your study in an APA-formatted formal research report. Nearly every skill you have been developing in PSY221 culminates in this manuscript. The Research Proposal is worth **200 points (i.e., 20% of your final grade)**. **If you do not earn at least 70% on the content of your research proposal, you will not be promoted to PSY222.** (Your proposal is *THAT* important.)

More detailed information about all of these opportunities is available in the **Research Proposal Handout**. Here is a table summarizing Research Proposal Points:

<u>Opportunity</u>	<u># of Opportunities</u>	<u>Point value</u>	<u>Total # of points</u>	<u>Other Info</u>
Participation in Studies	Lots (~100)	5	30	
Drafts	3	30, 20, 20	70	
Oral Presentation	1	50	50	Traditional or screencast
Research Proposal	1	200	200	

You can earn **bonus points** by **meeting with a tutor for assistance on your research report**. You can meet with tutors up to 4 times for credit – one for each section of the proposal (Introduction, Method, Proposed Analysis) and one for the draft of your entire proposal. Each tutoring session will carry a flat **BONUS of 5 points**. To earn these points, you must:

- (1) bring a **COMPLETE DRAFT** of your section and **your source articles** to the session.
- (2) provide me with **documentation** of your meeting (request a hot pink “professor documentation slip” from the tutor).
- (3) spend **at least 20 minutes** with a tutor discussing your draft.
- (4) attend your appointment **at least 1 day before the draft/proposal is due**.

Please take advantage of these opportunities – you could add 2% to your final grade! (That’s almost 1/3rd of a letter grade!) **Please schedule your appointments early!**

COURSE POLICIES

Late for class:

Murphy's Law: "If anything can go wrong, it will." On such days, you may find yourself running late for class. **I would rather you show up for part of class than miss it entirely.** Having said this, I would greatly appreciate it if you:

- Take your seat as **quietly** as possible and **do not disrupt** activities in progress.
- Respect that you may have missed information critical to the In-Class Exploration and cannot make it up.

If you are consistently late for class, we should discuss why you are not getting to class on time.

Absent from class:

You might need to miss class due to illness or family emergency. If you do, you are not eligible to complete any In-Class Explorations for that class date. Nevertheless, you should:

- **Examine the In-Class Exploration module** to see what you missed. Review the materials and examine activities from class when possible.
- **Check the announcements on Bb Learn.** Deviations from the syllabus will be posted in the announcements.
- **Talk to a classmate.** Your classmates will tell you straight. Just ask.

If you are absent for an extended period of time, you should come visit me during office hours to discuss your options.

Class cancellations:

We have been known to see some inclement weather in these parts. I also have three young kids. Thus, there is a reasonably high probability that I or they will get sick. When class is cancelled, I will post an announcement on Bb Learn as soon as possible.

Given the nature of this grading system, it is not fair to deprive you of opportunities that you were counting on being available. Thus, on days when class is cancelled (for any reason), **all materials and opportunities will be available on Bb Learn.** You will be held to the due dates and times of opportunities unless I tell you otherwise.

Missed Opportunities/Late Submissions:

"Late" begins 5 minutes after the stated due time. So, you have a little bit of grace.

I will not accept late Freedom Opportunities. Due dates are posted for all assessments, assignments, and discussion boards are binding. If due dates change, I will make an announcement in class and on Bb Learn.

I will accept late Mastery and Research Project Opportunities in the case of **documented illness or family emergency.** If you are absent for your Oral Presentation or Final Exam, e-mail me to schedule a time for you to complete these requirements. **Non-excused late assignments will incur a penalty of 1/3rd of a letter grade per day. Non-excused late assignments will not be accepted after 12 days (including holidays and weekends).**

Virtually all of your work in this class will be submitted electronically through Bb Learn. Now, Bb Learn has been known to barf (to use the technical term) from time to time and to be inconveniently unavailable or intractable. To minimize loss of work, you should:

- **Work in advance of deadlines.** "Bb Learn barfed" is not an excuse for not submitting an assignment on time. If you are working close to a deadline, realize that this is a calculated risk and accept the consequences if the risk does not turn out in your favor. If I have made a mistake (e.g., not set up an assignment or quiz properly), I will extend a deadline appropriately.

- **Copy responses to a word processing program before submitting on Bb Learn.** For assignments that require a typed response in the submission box, it is very good practice to copy written responses in Word (or some other word processing program) before submitting on Bb Learn. Just in case...
- **SAVE YOUR RESPONSES FREQUENTLY when doing an assessment.** If you do not save your responses, clicking “Finish” will result in an automatic zero. Do not let this happen to you.
- **Check to ensure that your assignment/assessment/post went through.** When submitting an assignment or assessment, Bb Learn gives you a confirmation letting you know that your assignment was successfully submitted. You should also be able to see any assignment, quiz, or post by clicking on the corresponding link in My Grades.

When Blackboard Learn goes down:

Bb Learn has been known to occasionally go down for extended periods of time. Hopefully this will be a less frequent occurrence now that the system has migrated to a new (and theoretically improved) server. That said, you can be assured that Bb Learn will go kaploolie at the most inopportune time – like, say, during the Final Exam (go knock on some wood, please). If Bb Learn goes down for an extended period of time compromising your ability to submit an assignment, I will adjust the due date accordingly. Please note that “Bb Learn doesn’t work on my computer” is **NOT THE SAME** as “Bb Learn is down (for everyone).”

I rather enjoy receiving e-mails from you, but PLEASE DO NOT E-MAIL ME ASSIGNMENTS! Could you imagine the state of my inbox if I received assignments from 100+ students? “Nightmare” does not begin to do that scenario justice. Be sure that you’ve left yourself enough time to try submitting your assignment again in case Bb Learn is not behaving.

Appropriate formats for submissions:

I review assignments that are posted in the format I request. I will often request that you post documents as a .docx or .pdf because Bb Learn can easily read these formats. Every semester there is at least one student who does not “read the fine print” (that happens to be **bolded and in some pretty color** most of the time). Please earn the credit for the hard work that you do. If you accidentally attach a file in the wrong format before the due date, but realize this error after the due date, you can resubmit the assignment in the requested format at no penalty as long as I have not graded the assignment.

Further, **you are responsible for ensuring that your attachment opens properly.** If I can’t read it, I can’t grade it. If you see the extension .lnk after your file name, you have attached a shortcut to that file, not the file itself. Thus, I will not be able to open your file. This error can occur when you try to attach an open file. Be sure to close your file before you attach it. **Always confirm that your assignment has gone through. If you can see it/download it, so can I.**

Why am I so anal about formats? After reading 15 pages of syllabus thus far, you’ve probably gotten the impression that there is a fair amount of work one could do in this class. This translates into a fair amount of work for me to review. There are certain types of assignments that require a certain format for me to review effectively.

What to bring with you to class:

- Your textbook.
- Headphones or earbuds.
- Your laptop or tablet (if you want).
- A notebook or loose-leaf paper.
- A folder or 3-ring binder.
- A pen or pencil.
- A readiness to learn.

Use of electronic devices during class:

Chances are you own a smart phone. You likely will not need this device during class. Using it will distract you from learning and sabotage your likelihood of success. **Put your phone away, deep in the recesses of your backpack.** If you are expecting an important call (e.g., you have a gravely ill family member) or you have kids, please let me know. If you do have your cell phone within reach for either of these reasons, please silence it at the beginning of class, turn it face down, and disable text message notification.

We are in a computer classroom. This is one electronic device that we will use extensively during each class. There is great temptation to just “quickly check e-mail, Facebook, Twitter, Tumblr, Instagram, etc.” In the past, I didn’t call students out for inappropriate use of computers during class. My thought was: “Let bygones be bygones. These students are adults responsible for their own learning. If they want to waste their tuition by using class time to tweet or post selfies, that’s their choice.” In addition to this mentality being somewhat passive-aggressive, I realized that I was doing you a grave disservice by avoiding the issue.

Humans don’t multitask well, even though we think we can. Our cognitive resources are limited and when we use some of that juice to “just check Facebook quickly” – we lose some ability to encode and retain information. It’s like switching gears in a car; energy is required. Further, novel or unexpected stimuli distract us. That’s just part and parcel of a mammalian brain. Even if we have every intention of ignoring our neighbor’s attempt to buy lingerie at the *Victoria’s Secret* site (yes, this actually happened...), we cannot completely do so. Trying to block out such evocative images drains our cognitive resources.

Allow me to share with you the abstract of an article by Sana, Weston, and Cepeda (2013):

Laptops are commonplace in university classrooms. In light of cognitive psychology theory on costs associated with multitasking, we examined the effects of in-class laptop use on student learning in a simulated classroom. We found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.

So, to make a long story short: **It is my job to ensure that our classroom supports learning.** To that end, I will occasionally ask you to turn off your computer monitor when it is not needed. I will ask you personally how you want me to address your distraction if I see it; remedies can include calling you out publicly, speaking with you after class, or addressing you individually during class. I do not engage in such behaviors because I’m on some egomaniacal power trip. I do so because, with every fiber of my being, I want you—and your classmates—to have an environment that best supports learning.

Physical activity during class:

If we sit for more than 20 or so minutes passively listening and without physically moving, our brain begins to go to sleep. Professors don't realize this because we tend to be standing or walking around for the majority of the class. But students are expected need to sit there, stoically, and pay attention. It must be exhausting.

For this reason, we will switch it up every 30 minutes or so. These breaks might entail some physical activity. I may pair you with another student, and tell you to take a 5-minute walk and discuss something related to the class. These "breaks" are NOT opportunities for you to check your phone, tweet, or e-mail. The idea is to get some blood flowing back into your brain, effectively resetting it. You can do that while also remaining focused on something having to do with this class.

During class, you are more than welcome to take a short, physical activity break (again, without engaging in other activity that breaks your concentration or focus). Walking the stairs or doing 10 pushups can help clear your head. Use the classroom space – go to the back, do some yoga poses. I also wouldn't mind if you take a physical activity break during the Final Exam, as long as you stay within our classroom. Just be mindful that you could distract other students. Be as respectful as possible.

You probably should wear comfortable clothes and shoes to class!

E-mail:

I'm happy responding to your questions and concerns via e-mail. Course-related e-mails are best sent through Bb Learn (it's OK to send pressing questions to my CCSU account, though). I will answer e-mails in the order in which I receive them. In most cases, I will respond to your e-mail within 48 hours after receiving it. If I have not responded within that time frame, give me a gentle reminder – I'll be grateful, not annoyed. If you have a question about an upcoming assignment or test, it is best to e-mail me early – I cannot guarantee that I will be able to respond to your e-mail if I receive it immediately (i.e., several hours) before the assignment is due.

When you e-mail me, I very much appreciate a salutation (e.g., "Dear Dr. Fallon") and a signature (e.g., "Chris Hemsworth"). Without that I feel like we're texting, not talking. And, while we are on the subject of texting, please minimize textlish in your e-mails to me – I can handle "LOL", but if you start referring to me as "u", my neurons weep.

Peer tutoring:

You are encouraged to access peer tutors to improve your learning and chance of success in this course. Peer tutors are Psychological Science majors who have taken Research Methods in Psychological Science and have achieved great success. These tutors have been nominated by their professors and have taken or are currently enrolled in a training course that hones their interpersonal skills and solidifies their understanding of Research Methods in Psychological Science, statistics, and the foundations of effective writing. In short, their job is to help you learn how to learn. During each session, you will establish your goals for the session and work collaboratively with the tutor to reach those goals. You will end the session with a summary of your accomplishments and areas that you should continue to work on. Tutors are available for one-on-one meetings in The Learning Center (Carroll Hall 016) starting **January 30**. Simply call The Learning Center at 860.832.1900 to schedule an appointment. Examine the Psychological Science Department website to see profiles of all the tutors and their availability.

Special accommodation for students with special needs:

Please contact me privately to discuss our specific needs if you believe you need course accommodations based on the impact of a disability, medical condition, or if you have emergency medical information to share. I will need a copy of the accommodation letter from Student Disability Services in order to arrange your class accommodations. Contact Student Disability Services (860.832.1952) if you are not already registered with them. Student Disability Services maintains confidential documentation of your disability and assists you in coordinating reasonable accommodations with your faculty.

Academic honesty:

You are expected to be honest in all of your academic work. I heartily encourage you to exchange ideas with your peers when working on assignments. However, **you and you alone must write your submissions. In other words, I expect to see similar content for individuals that have worked together; however, I also expect each author to express himself or herself in a qualitatively distinct way (not just a word here or there).**

On **Independent Practice** assignments, I expect you to conduct all analyses yourself and submit your own output. If I wanted to you to gain experience only interpreting the output, I would just give it to you. You are welcome to sit next to classmates and point and click through the assignment together, but **you must do the physical pointing and clicking**. For write-ups, I provide templates that I expect to you use liberally. These templates limit the amount of variation in writing that I would expect, but **I should not receive identical write-ups from students**. My suggestion: Work together on the analysis and review the interpretation together. Then go away from each other and write up your results. If you plagiarize an Independent Practice assignment (this means submit the exact or near exact same assignment as another student), you will fail that assignment and have no opportunity to substitute it with a better grade. If you plagiarize more than one assignment, you will fail the course. If you work with a tutor on independent practice assignments, be advised that the **tutor will not do the work for you**. That is not the tutor's job.

On your Research Proposal, **I expect you to paraphrase scholarly work and cite sources where appropriate**. This goes beyond changing a word here and there or changing the order of clauses. This also means that you cannot string together a series of direct quotes from sources. To truly demonstrate your understanding of a source, you must be able to articulate ideas in your own voice. If you plagiarize on a draft of your Research Proposal, you will receive a zero on that draft. If you plagiarize your Final Proposal, you will fail the course.

You will take your Final Exam via Bb Learn. With the internet right so readily available, it may be tempting to quickly look something up. Resist the temptation. Using a source during the Final Exam will result in a grade of zero on the exam. That will reduce your final grade by a full letter.

CCSU's policy on academic misconduct can be found at <http://web.ccsu.edu/academicintegrity/undergradacadmisconductpolicy.htm>. Instances of alleged dishonesty will be forwarded to the Academic Judicial Officer and potential sanctions include receiving no credit on assignments or failure in the course. If you have any questions about what constitutes academic honesty, please ask.

Academic misconduct **IS NOT WORTH THE RISK**. Do not jeopardize the hard work you've put into this course.

**YOU HAVE WHAT IT TAKES TO SUCCEED IN THIS COURSE WITHOUT
ENGAGING IN ACADEMIC MISCONDUCT.**

****FAQS ABOUT BB LEARN****

Where do I find ___? All course material is organized into specific folders on Bb Learn. The left-side toolbar contains headings that correspond to the different types of point categories in the course (e.g., Freedom Points) as well as grades, communication, and miscellaneous. Throughout the syllabus, I've described where to find information about assignments, resources, or assignments. Familiarize yourself with the organization of the course website. I've tried to make navigating the course as intuitive and as easy as possible, and am open to suggestions on how to further improve our website's design.

How do I know when assignments are due? The best place to look is your Course Schedule in the syllabus. Here, in a single glance, you can see all due dates for all assignments. Although Bb Learn includes a Calendar, the information is not comprehensive. For example, the calendar will not tell you when a survey outside the Bb Learn environment is due.

Does Bb Learn automatically change my answers to quiz questions? In the past, students' responses to quiz questions seem to have magically changed upon submission. The culprit is most likely the "wheel" on your mouse (although I haven't completely ruled out leprechauns). **If Bb Learn miraculously changes your answers, report the problem to me immediately.**

How do I get the videos to play? Viewing videos in the Bb Learn environment should be pretty seamless, but it depends on the software installed on your computer and the browser you are using. If a video does not play, try updating the plug-ins for your browser or try another browser. When all else fails, call the Help Desk (860.832.1720).

How will Fallon contact me with class-wide announcements? When I have to contact the class (e.g., class cancellation, change of due date, extra information about an assignment, etc.), I will use the Announcements tool on Bb Learn. I will also send the announcement immediately to your @my.ccsu.edu e-mail address.

Can I e-mail Fallon through Bb Learn? Sure. Use the **E-mail** tool. Your e-mail will forward to my CCSU account, so I should receive it immediately after you send it.

How can Blackboard Learn help me keep track of my grades? You can access your grades any time using the **My Grades** tool. At the top of your record, you will see tallies for specific grade categories. For example, your grades on Preparation Quizzes, Review Quizzes, Reflective Practice, and In-Class Explorations are summed into your Total Freedom Points. Be advised that Bb Learn cannot factor in extra credit on Freedom Opportunities. I have to do that manually. I also try to keep you updated with your progress by assigning you badges when you have reached particular milestones. Check the "My Achievements" link.

Where do I find Fallon's feedback on my assignments? The easiest way to locate your feedback is to look in My Grades. Each grade is linked to your feedback for that assignment. Click on the link to an assignment, and then **click on your grade (the actual numeric grade)**. That should get you into the original assignment.

Why do I have a 0 for a survey I just completed? Unfortunately, Bb Learn cannot automatically assign particular grades to completing a survey. I need to manually assign the grades. This will occur after the due date for a given opportunity has passed.

Tentative class schedule:

Opportunities are **due** on the date specified on the schedule. Opportunities that are linked to a specific class date are due at the beginning of class (with the exception of In-Class Explorations). Opportunities **not tied to a day that we meet for class** are due at **11:59pm**. Readings are described in Preparation folders on Bb Learn. Grey shaded boxes indicate days we meet for class. *Italicized* assignments are Reflective Practice.

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Proposal
1	Mon. Jan. 16	NO CLASS – MLK DAY			
	Tue. Jan. 17				
	Wed. Jan. 18	Welcome / How to Succeed in PSY221	In-Class Exploration		
	Sat. Jan. 21		2 Prep Quizzes* <i>And So It Begins*</i> <i>Initial Surveys*</i>		
2	Mon. Jan. 23	SA: Variables CAE: Definitional Hierarchy	In-Class Exploration		
	Tue. Jan. 24		Prep Quiz		
	Wed. Jan. 25	CAE: Three Claims SA: Scale of Measurement	In-Class Exploration		
	Sat. Jan. 28		Review Quiz 2 Prep Quizzes <i>CIQ 1</i> <i>Using Feedback Effectively</i>		

**Due dates will be adjusted accordingly for students who enroll during add-drop period.*

Add-drop period ends Monday, January 23.

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Proposal
3	Mon. Jan. 30	CAE: Four Validities SA: Sampling From a Population	In-Class Exploration		
	Tue. Jan. 31		Prep Quiz		
	Wed. Feb. 1	CAE: Reliable and Valid Measurement SA: Frequency Distributions	In-Class Exploration		
	Sat. Feb. 4		Prep Quiz Review Quiz <i>Get Gritty</i>		
4	Mon. Feb. 6	SA: Data Entry R: Reading Empirical Articles	In-Class Exploration		
	Tue. Feb. 7		Prep Quiz		
	Wed. Feb. 8	SA: Calculating Descriptive Statistics in SPSS R: Interrogating Empirical Articles	In-Class Exploration		
	Sat. Feb. 11		Prep Quiz Review Quiz <i>CIQ 2</i> <i>Understanding Others</i>		
5	Mon. Feb. 13	SA: Confidence Intervals R: Developing Research Questions	In-Class Exploration		
	Tue. Feb. 14		Prep Quiz		
	Wed. Feb. 15	CAE: Observational Methods R: Locating Empirical Articles	In-Class Exploration	Independent Practice 1	
	Sat. Feb. 18		Review Quiz <i>Taking Care of Yourself</i>		

The last day to withdraw without a “W” is Monday, February 6.

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Proposal
6	Mon. Feb. 20	NO CLASS – PRESIDENTS’ DAY			
	Tue. Feb. 21		Prep Quiz		
	Wed. Feb. 22	CAE: Questionnaires & Response Bias SA: Null Hypothesis Testing	In-Class Exploration		
	Sat. Feb. 25		Prep Quiz Review Quiz <i>CIQ 3</i> <i>Where Do You Stand?</i>		
7	Mon. Feb. 27	CAE: Correlational Research SA: Bivariate Correlations in SPSS	In-Class Exploration		
	Tue. Feb. 28		Prep Quiz		
	Wed. Mar. 1	CAE: Third Variable Problem R: Literature Review (Paraphrasing)	In-Class Exploration		
	Sat. Mar. 4		Prep Quiz Review Quiz <i>Becoming Hopeful</i>		
8	Mon. Mar. 6	CAE: Types of IVs in (Simple) Experiments R: Literature Review (Organization)	In-Class Exploration	Independent Practice 2	
	Tue. Mar. 7		Prep Quiz		
	Wed. Mar. 8	CAE: Extraneous and Confounding Variables R: Problem and Hook	In-Class Exploration		
	Sun. Mar. 19		Prep Quiz Review Quiz <i>CIQ 4</i> <i>Giving Thanks</i>		
9	Mar.11-Mar.19	SPRING BREAK!!!			

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Proposal
10	Mon. Mar. 20	CAE: Within-Participant Designs R: Scientific Justification and Description of Study	In-Class Exploration		
	Tue. Mar. 21		Prep Quiz		
	Wed. Mar. 22	SA: Independent t-test R: Predictions and Rationale	In-Class Exploration		
	Sat. Mar. 25		Review Quiz <i>Embracing Curiosity</i>		
11	Mon. Mar. 27	IN-CLASS RESEARCH PARTICIPATION SA: Figure Making (?)	In-Class Exploration		
	Tue. Mar. 28		Prep Quiz		
	Wed. Mar. 29	SA: One-Way ANOVA R: Participants	In-Class Exploration		
	Sat. Apr. 1		Prep Quiz Review Quiz <i>CIQ 5 Controlling Yourself</i>		Introduction DRAFT
12	Mon. Apr. 3	SA: Paired t-test R: Locating Measures / Developing Stimuli	In-Class Exploration	Independent Practice 3	
	Tue. Apr. 4		Prep Quiz		
	Wed. Apr. 5	SA: One-way RM ANOVA R: Materials	In-Class Exploration	Independent Practice 4	
	Sat. Apr. 8		Prep Quiz Review Quiz <i>Where Do You Stand?</i>		

**Pre-registration advising for Fall 2017 classes is March 20 – March 31.
Registration for Fall 2017 occurs March 31 – April 14.**

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Proposal
13	Mon. Apr. 10	CAE: Counterbalancing R: Procedure	In-Class Exploration	Independent Practice 5	
	Tue. Apr. 11		Prep Quiz		
	Wed. Apr. 12	SA: Reverse Coding SA: Inter-item Consistency	In-Class Exploration	Independent Practice 6	
	Sat. Apr. 15		Prep Quiz Review Quiz <i>CIQ 6</i> <i>What's Your Plan?</i>		Method DRAFT
14	Mon. Apr. 17	CAE: Ethical Principles R: Scoring	In-Class Exploration		
	Tue. Apr. 18				
	Wed. Apr. 19	CAE: Ethical Practice and Milgram R: Proposed Statistical Analyses		Independent Practice 7	
	Sat. Apr. 22		Review Quiz <i>Living With Enthusiasm</i>		
15	Mon. Apr. 24	CAE: Risks and Benefits R: Oral Presentation			Proposed Analysis DRAFT
	Tue. Apr. 25		Review Quiz		
	Wed. Apr. 26				Oral Presentation
	Sat. Apr. 29		Review Quiz <i>CIQ 7</i> <i>Reaffirming Values</i>		

The last day to withdraw from a course without approval is Monday, April 17.

Week	Date	Topic	Freedom Opps	Mastery Opps	Research Project
16	Mon. May 1				Oral Presentation
	Tue. May 2		Review Quiz		
	Wed. May 3		<i>Traditional Course Evaluation</i>		Oral Presentation
	Sat. May 6		Review Quiz <i>Exit Surveys</i> <i>What Have You Learned?</i> <i>Letter to 221 Student Redesigned Course Evaluation</i>		
17	TBA			FINAL EXAM	RESEARCH PROPOSAL



YOU DID IT!!!!