Upper-division Writing Requirement Review Form (12/1/08)
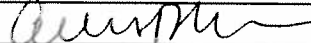
Dept/Program Subject	Psychology	Course # (i.e. ANTH 455) or sequence	320
Course(s) Title	Adv. Psychological Research Methods		
Description of the requirement if it is not a single course			

	Please type / print name	Signature	Date
Instructor	Nabil Haddad	*[signature]*	Feb.3, '09
Phone / Email	4384 nabil.haddad@umontana.edu		
Program Chair	Allen Szalda-Petree	*[signature]*	Feb. 3, '09

This course is designed to serve those psychology majors enrolled in the "research option," an option intended to prepare undergraduate students for graduate work. The course is a laboratory course with two primary objectives: Train the students to become better consumers of research and teach them the basic skills necessary to conduct psychological research.

The first component of the course includes the following: The students learn how to use the library's research tools (e.g. PsychInfo), conduct a minimum of three in-class experiments, collect the data, analyze them, and submit written research reports on these experiments in APA style. The second component includes homework assignments designed to teach the students how to identify certain research design elements in published work and how to review and critique such work. The third component requires the student to submit an original experimental research proposal at the end of the semester. All these components require library work and written products that escalate in difficulty and complexity as the semester progresses. All student products in the course are written assignments. All are graded on a rubric that includes four equally weighted factors: Appropriate English usage, Development of ideas, Accuracy and APA style. Students are required to submit first drafts of certain components of the papers and are also required to submit wholly re-written papers. A major writing workshop is held after the first research paper is submitted and graded. Students are then allowed to submit a re-written version of the paper after the workshop.

Student learning outcomes : Identify and pursue more sophisticated questions for academic inquiry	In this course, the students use the APA manual and a "fac-pac"; there are no texts or tests that require memorization. Instead, the students are required to use original research articles as the primary sources for all their assignments. The students are essentially required to learn how to function as research scientists, not as memory machines.
Find, evaluate, analyze, and synthesize information effectively from diverse sources	The first assignment in this course requires the students to use PsychInfo and the Social

(see http://www.lib.umt.edu/informationliteracy/)	Sciences Citation Index to find specific articles published within a specific timeline. Students are shown how to use these, and other library resources, in a two-hour class, and are supplied with written instructions on such usage. The FacPac includes additional listings of library and internet resources typically used by researchers in the field.
Manage multiple perspectives as appropriate	The whole course is designed to train the students to become researchers and research consumers. Therefore, every assignment and every requirement in the course demands that the student read and evaluate original research articles and present written products that must synthesize the different perspectives.
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline	The experimental reports submitted by the students must adhere to the professional APA style. The students are taught the style in class via different exercises designed to emphasize the rules of the APA Publication Manual. They are further instructed to assume that their papers are being submitted to a journal editor, not an instructor. The requirement for a final research proposal is designed to mimic a Master's level thesis prospectus and must also adhere to the APA Publication Manual, including "adopting the appropriate academic voice."
Use multiple drafts, revision, and editing in conducting inquiry and preparing written work	Multiple drafts of the different sections of the final research proposal are required throughout the semester. These are corrected and meetings are held with individual students to provide additional assistance. The first of the "research papers" is graded and a writing workshop is then held whereby the students compare their papers, learn from each other and from the TAs and the instructor. This paper may be re-written and re-submitted. Throughout the semester, students are encouraged to bring drafts of their work for review by the TAs or the instructor. In this course, students make heavy use of these opportunities.
Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline	This is a requirement. All work must adhere to the APA Publication Manual. Students are given tutorials and in-class exercises on this style. One-fourth of their grade depends on adhering to the style.

Develop competence in information technology and digital literacy	As stated above, the first assignment in the course entails learning how to use information technology for the purpose of evaluating and conducting research. Students cannot pass this course unless they learn how to use the library's research resources because every requirement in the course demands competence in information technology and digital literacy. Without it, the students could not submit any research reports or a research proposal and these requirements add up to four-fifths of their grade in the course. .
Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.	XX☐ No Enrollment in this course is capped at 40. The department has been allocating two full time TAs for this course for the past thirty years and intends to continue doing so.
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	Yes
Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?	Yes
Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.	Effective writing and editing in Psychology must adhere to the APA Publication Manual guidelines. This course emphasizes these guidelines in every aspect. All assignments must adhere to the professional style. Students are given in-class instruction and exercises and are allowed to re-write some assignments and drafts in order that they may learn better the acceptable style in our major.
Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.	Yes
Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?	Yes
Formal Graded Assignments	Students in this course will submit a minimum of about 50 pages of formal papers and essays to be

	graded. All are graded on four equally weighed factors: Appropriate English usage, Development of ideas, APA format and Accuracy.
Informal Ungraded Assignments	Drafts and initial descriptions of the research proposal are required. feedback is provided on the global assessment of the writing, not "line editing".

PSYCHOLOGY 320
ADVANCED PSYCHOLOGICAL RESEARCH METHODS
SPRING 2009

SYLLABUS

Instructor: Dr. Nabil Haddad, Skaggs Bldg 201, Ext. 4384
                        nabil.haddad@umontana.edu
Office Hours: Tuesdays and Thursdays, 11:00-1:00
Texts: 320 Manual (The Bookstore), and APA Publication Manual
Tests: None
Assignments: Plenty
TAs: Meghan Gill and Ian Stephens (Skaggs Bldg 368, ext. 6514)

This course is intended to give you an appreciation for conducting research and to better prepare you for graduate work in Psychology. I have two general objectives that I hope you will be able to achieve upon completing this course. I hope that you will become better consumers of psychological research and that you will learn the basics of how to conduct psychological research. In order to accomplish these general objectives, you will be required to engage in every aspect of conducting research, from the library use to final writing of research reports. In addition, this is an Upper Division Writing Course; it is designed to train you to write in the discipline-specific APA style.

SPECIFIC OBJECTIVES
1. Learn how to use research resources in the library
2. Learn how to evaluate and synthesize published research reports
3. Learn how to use published works to better design your own experiment
4. Learn how to conduct experiments, collect the data, and analyze them
5. Learn how to write, in APA style, research reports and research proposals
6. Learn how to design your own research proposal

In order to accomplish these specific objectives, you will have to learn how to think as a researcher. This skill can best be learned by actually engaging in the enterprise itself, as opposed to reading about it. Therefore, you will be asked to do some homework, to conduct experiments in class and to write the "articles" describing them and, finally, to provide a prospectus for an experiment of your own design. Each assignment will be discussed in class before it is made. I will also explain how each assignment meets one or more of these objectives.

Homework Assignments – 20 points each

There will be a number of assignments in this course. They will cover library work, journal exposure, ethics, etc. These will be handed out to you at monthly intervals. Each will have a deadline which must be met. Late papers will cost you 10% of the grade for every day you're late. You will have at least a week to turn in each assignment, therefore no excuses for late work will be acceptable.

In-class Experiments – 40 points each

We will conduct a minimum of three experiments in class. Some will be designed ahead of time for you. Others will be the product of a class effort. In all cases, you will collect the data, analyze it and write a research article on that experiment. The article must conform to the APA format. Every step of this process will be fully explained in class before you embark on it and every step will be related back to the objectives listed above. For example, before the written paper is assigned, a minimum of two class periods will be spent on instructions on how to write in APA style and on exercises designed to illustrate such writing. Each article will be graded on a 40-point scale. After grading the first article, we will hold a writing workshop in class and will go over your product. You will have an opportunity to learn from your own mistakes and to rewrite the article—if you wish. The higher grade will count for your grade in the course. After that, each write-up will be final, no workshop will be held, and you will be responsible for seeking individual help when needed. Your TAs and I are ready to go over your initial drafts and to help you with them. Please make good use of our office hours.

The 40 points will be assigned according to the following factors:
   a) Appropriate English usage   - 10 points
   b) Development of ideas   - 10 points
   c) APA format   - 10 points
   d) Accuracy   - 10 points
These factors will be addressed in class and during the workshop; we will define the criteria for grading each factor. The assignments listed earlier are designed to help you write better reports—as in the workshop. If you take them seriously and if you start reading research articles that you are personally interested in, you should perform well.

<u>Prospectus</u> – 80 points

You are required to submit a proposed study at the end of the quarter. The topic can be derived from any psychological area of study. However, the study must be an experiment. <u>It cannot be a correlational study or a survey</u>. To aid you in designing an experiment, see the "proposal" section in the manual. It includes the following:

    a)   Problem identification and hypothesis testing.
    b)   Independent and dependent variables.

You will be required to fill out the proposal's worksheets and turn them in. You will also make an appointment to discuss your work on the project up to that time. No student will be allowed to turn in the final project without first accomplishing these preliminary tasks. I believe—strongly—that a structured approach to designing your experiment will benefit you more than worrying, panicking, procrastinating and attempting to get it down on paper at the last minute.

Finally, you will be assigned a time (15 minutes) during the last two weeks of the semester to present your proposal orally to the class as a whole. The proposal may be altered depending on the feedback you receive at that time from your colleagues in class. <u>The final version will be due at noon of the second day of FINALS WEEK</u>. <u>Like all other assignments in this course, the deadline must be adhered to</u>. Assignments and papers that are handed in late will be penalized at the rate of <u>10 percentage points per day of delay</u>.

<u>Course Grades</u>:

    A = 90% - 100%
    B = 80% - 89%
    C = 70% - 79%
    D = 60% - 69%
    F =   0 - 59%

NOTES: 1.   February 14th is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no Incompletes will be given except in <u>documentable</u> emergency situations.

          2.   Students with disabilities have the responsibility to declare their disability to the instructor at the beginning of the course if they require accommodations. Such students have the responsibility to arrange for such accommodations with Disability Services for Students.