Part 1: Course Information

Instructor Information

Instructor: Dr. Sharon Furtak, Assistant Professor
- M.S. & Ph.D., Behavioral Neuroscience, Yale University
- B.A., Psychology, University of Massachusetts, Amherst
- My research interests focus on the neurobiology of emotional learning & memory.

Class Time & Location: AMD 362, Mondays 2pm to 4:50pm
Office Hours: AMD 357A, Mon. 10am-12pm & Tues. 3-4pm
E-mail: furtak@csus.edu, I only respond to emails sent from your Sacramento State email address in order to verify student identity.

Course Description

Philosophy of science, critical thinking in the design of research studies, and professional issues. Topics include: nature of science; observational, experimental, and case study designs; formulating research questions; measurement strategies; scaling and coding; internal and external validity; naturalism in research; quasi-experiments; archival research; physical traces; data collection; interpreting results; program evaluation; professional writing; and ethics. Prerequisite: PSYC 8, PSYC 101, PSYC 102.

University Graduate Intensive Writing Requirement
- This course fulfills a requirement for the Master of Arts degree in Psychology and fulfills the University Graduate Intensive Writing requirement.

Textbook & Course Materials

Required Text (available to purchase & rent at the Hornet Bookstore)
3. Other readings will be made available in the Canvas (See Learning Modules).

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement and sent to your Sacramento State email.
Part 2: Course Objectives

This course is meant to prepare the student for further course work in the graduate study of psychology, to prepare the student for thesis research, to hone public speaking skills and to improve writing skills.

By the end of the semester, you will:
1. Understand the major research and/or professional conventions, practices, and methods of inquiry of Psychology;
2. Understand APA writing, which is the major format and style of writing used in Psychology;
3. Practice reading and writing within Psychology;
4. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.

Because this is a graduate course, the standards are higher than that of an undergraduate one. You will be expected to apply the concepts that you learn to your projects. In the past, collaboration has proven to be an excellent way to develop and understand a research project. In that spirit, it is suggested that you discuss your projects with your peers; and if you have any questions, please come to my office hours or schedule an appointment.

You will meet the 4 course objectives listed above through a combination of the following activities in this course:
- Prepare one discussion question and complete the analytical exercise before each class session.
- Present at least one classroom session, which includes: facilitating a discussion on the chapter topic (Chapter Facilitation), creating and reviewing an analytical exercise that is relevant to the chapter topic (Chapter Exercise); and giving an oral presentation on a research article that utilizes the topic covered in the chapter (Paper Presentation).
- Write 2 APA style papers, including a detailed description of your writing process (prewrite, write, revise, edit, publish/share).
- Provide a peer with feedback on their APA style paper.

Important Note:
Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week’s corresponding learning module. If you have any questions, please contact your instructor.

Structure of the Class Meeting

The course will be taught in a combination lecture and discussion format. All students should bring their texts to class. Each class meeting will consist of the following sections.

1. Chapter Facilitation (~ 1 hr): discussion of topics presented in the assigned chapter readings (the presenter bears the ultimate responsibility for answering questions that are posed if no one else can do so);
2. Chapter Exercise (~ 30 mins): review of an analytical exercise that is relevant to the topics presented in the assigned chapter readings (the presenter bears the responsibility for creating and distributing the analytical exercise to the class, via Canvas, at least one week before the scheduled class);
3. Paper Presentation (~ 1 hr): presentation of a research study that utilizes the topics presented in the assigned chapter readings (the presenter will find and make the paper available to the class, via Canvas, at least one week before the schedule class).
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Weekly Topics</th>
<th>Readings</th>
<th>Paper-Related Assignments &amp; Due Dates</th>
<th>Presenter</th>
</tr>
</thead>
</table>
| 1    | Aug. 27    | Class Introduction  
Behavioral Science, Research Strategies & Formulating a Research Question  
*(Furtak) How to Write an Introduction Section* | Syllabus  
Ch. 1, 2, & 5 | Prewriting: Brainstorming Topic Ideas  
**DUE:** Submit on Canvas by Aug. 27th at 11:59pm | Dr. Furtak |
| 2    | Sept. 3    | Labor Day – NO CLASS  
**must complete readings and assignments** | Ch. 19 & 20 | Conduct Literature Review & Outline Introduction  
**DUE:** Submit on Canvas by Sept. 3rd at 11:59pm | N/A |
| 3    | Sept. 10   | Developing a Measurement Strategy & Survey Research  
*(Furtak) How to Write an Method Section* | Ch. 6 & 15 | Draft of Introduction  
**DUE:** Submit on Canvas by Sept. 10th at 11:59pm | Galan (Ch. 6)  
Melissa (Ch. 15) |
| 4    | Sept. 17   | Ethics & Responsibility in Research  
*(Furtak) Review of IRB form.* | Ch. 3 & 4 | Draft Methods  
**DUE:** Submit on Canvas by Oct. 17th at 11:59pm | Cassidy (Ch. 3)  
Taylor W. (Ch. 4) |
| 5    | Sept. 24   | Internal & External Validity of Research Data Collection  
Survey - Peer Feedback | Ch. 7 & 8 | Draft Survey  
Bring Printout to Class  
**DUE:** Submit on Canvas by Sept. 24th at 11:59pm | Max (Ch. 7)  
Shannon (Ch. 8) |
| 6    | Oct. 1     | Correlational Design & Data Collection  
**Take Surveys In Class** | Ch. 11 & 16 | Bring 15 printed copies of survey to class with identifier  
Jeongin (Ch. 11)  
Navin (Ch. 16) | Jeongin (Ch. 7)  
Shannon (Ch. 8) |
| 7    | Oct. 8     | Interpreting Research Results  
*(Furtak) How to Write an Results Section, Including In Class Data Analysis* | Ch. 17 | Outline Results  
**DUE:** Submit on Canvas by Oct. 8th at 11:59pm | Emily |
| 8    | Oct. 15    | True Experiments  
*(Furtak) How to Write an Discussion Section* | Ch. 9 | Draft Results  
**DUE:** Submit on Canvas by Oct. 15th at 11:59pm | Caressa |
| 9    | Oct. 22    | Field Research  
*(Furtak) Review of APA formatting.* | Ch. 10 | Draft Discussion  
**DUE:** Submit on Canvas by Oct. 22nd at 11:59pm | Taylor C. |
| 10   | Oct. 29    | Factor Analysis, Path Analysis, and Structural Modeling  
*(Furtak) Open Forum: Last minute questions for Paper 1.* | Ch. 12 | Paper 1 Due  
**DUE:** Submit on Canvas by Oct. 29th at 11:59pm | Randy |
| 11   | Nov. 5     | SFN Conference – NO CLASS  
**Complete readings & assignments. Meet with your group and get peer feedback** | Ch. 5 & 19 | Research question, list of 10 references & Introduction outline for Paper 2, include peer feedback  
**DUE:** Submit on Canvas by Nov. 5th at 11:59pm | Jeongin (Ch. 7)  
Shannon (Ch. 8) |
<p>| 12   | Nov. 12    | Veteran’s Day – NO CLASS | | | |
| 13   | Nov. 19    | Single-Case Research Strategy | Ch. 13 | | Jasmin |</p>
<table>
<thead>
<tr>
<th>Week</th>
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<th>Paper-Related Assignments &amp; Due Dates</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Nov. 26</td>
<td>Content Analysis, Qualitative Research, and Interviewing Evaluation Research</td>
<td>Ch. 14 &amp; 18</td>
<td>Nial (Ch. 14) Megan (Ch. 18)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class Peer Feedback on Paper 2</td>
<td></td>
<td>Provide a Peer with Extensive Feedback on Paper 2 <strong>Upload the electronic complete copy of your Paper 2 to the OneDrive &amp; share it with your assigned partner</strong></td>
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<tr>
<td></td>
<td></td>
<td>Paper 2 - Peer Feedback</td>
<td>DUE: Submit on Canvas by Dec. 3rd at 11:59pm</td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Dec. 3</td>
<td>Finishes Week</td>
<td>Paper 2 Due</td>
<td>DUE: Upload to Canvas by Dec. 10th at 11:59pm</td>
<td>N/A</td>
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</tbody>
</table>

Note about calendar/schedule. Important dates are also noted in the Canvas calendar tool.

**Part 4: Grading Policy**

Graded Course Activities

Visit the Assignments link in Canvas for details about each assignment listed below. (See Part 4 for more information about accessing tools and activities).

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>48</td>
<td>Total 12: Discussion Question per Week (4pts each)</td>
</tr>
<tr>
<td>2.</td>
<td>48</td>
<td>Total 12: Chapter Analytical Exercise (4pts each)</td>
</tr>
<tr>
<td>3.</td>
<td>54</td>
<td>Peer Feedback on Paper 2</td>
</tr>
<tr>
<td>4.</td>
<td>150</td>
<td>Class Presentation: Chapter Facilitation, Create Analytical Exercise &amp; Present of Research Paper</td>
</tr>
<tr>
<td>5.</td>
<td>200</td>
<td>Paper 1- Drafts &amp; Outlines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Prewrite &amp; Outlines (3 total): 20pts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Draft Survey (1 total): 20 pts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Drafts Paper Sections (4 total): 30pts</td>
</tr>
<tr>
<td>6.</td>
<td>200</td>
<td>Paper 1- Final</td>
</tr>
<tr>
<td>7.</td>
<td>300</td>
<td>Paper 2</td>
</tr>
<tr>
<td></td>
<td>1000</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>

1. Discussion Question
The Saturday before every class you will prepare and submit on Canvas one discussion questions on the topics presented during class. You will post the question in the Discussion Link on Canvas for the designated week. Questions will only be accepted if students then attend and participate in class. They should be typed, and worthy of graduate students in Psychology. You will be graded on the depth and complexity of your questions, so make sure that they can only be answered by synthesizing ideas and providing examples, rather than by providing simple quotations from the text.

2. Chapter Analytical Exercise
The Saturday before every class you will complete and submit on Canvas an analytical exercise that is relevant to the topics presented in the assigned readings.
chapter readings.

3. Peer Feedback on Paper 2
During a class period late in the semester you will partner with another student in the class. You will read and give feedback on the student’s paper. Feedback should be extensive and will be required to be typed up and submitted on Canvas or submitted using the “review” function in Word.

4. Class Presentations
The purpose of this assignment is to give you experience in public speaking and to prepare you for the oral presentation of your future thesis. You will be required to demonstrate your knowledge through a cohesive and integrated review of the chapter and a research article that is relevant to the chapter. The paper must be published in 2010 or later. Please make explicit the association between the article you have chosen and your assigned chapter.

The PowerPoint presentation on the research paper should contain: a brief introduction with references to the relevant literature; a purpose; hypotheses; an outline of the methods; the results and discussion presented together so that you explain the importance of each result as you go; limitations of the study; theoretical implications; and future directions of research.

As part of your grade, on the Monday before you present, you are required to upload onto Canvas: 1) a PDF of the research article you plan to present; 2) a detailed outline of the presentation (notes and slides); and 3) the analytical exercise you designed with an answer key. You will also be graded on: your response to earlier feedback from me; content; organization; presentation of the material; the way that you answer student questions; your use of slides (keep it simple, use bullets, & use key words or phrases); the exercise you develop that is relevant to the chapter (see the end of each chapter for ideas); and a revised hard copy of the outline on the day of the presentation. If you miss a class presentation, it will be considered a missing assignment.

5. Papers (200 pts)
You will write two APA papers on two projects. For the first paper, you will be required to show the writing process (prewriting, writing, editing, finalizing). In order to show this process, you will be required to hand in outlines and drafts of paper sections as assignments. These include the introduction, method, results and discussion section. You will receive instructor feedback on these outline and drafts. It will be expected that you incorporate feedback into the final draft of paper 1. This will be factored into your grade.

6. Paper 1: Survey Project (200 pts)
The purpose of this assignment is to teach you to think about psychological questions and problems from an empirical perspective, and to express your thoughts using the style of the field (APA). Publication in journals and edited books can often depend on length specifications by editors; so it is important that you learn to write concisely. Exceeding maximum page lengths will result in grade deductions.

After reading the relevant literature, design a 24-item scale on a psychological construct (e.g., attitude or trait) of interest to you. Pilot test it with at least one peer from class and solicit feedback about the strengths and weaknesses of your scale. All students will take your survey in order to produce a set of data for analysis. In the paper you will write an introduction using relevant literature to build on the need for the current study, a method section that describes the survey and how data was collected, a results section that describes the data collected and their relevance to the study, and final a discussion section. It will be important to discuss the theory and findings which guided item creation; describe the characteristics of your scale; critique the scale based on your own thoughts and those of your interviewees; discuss how you would improve the scale; discuss the plan that you would use to investigate the reliability and validity of your revised scale; and describe the types of findings that would give you confidence that your scale is both reliable and valid.

7. Paper 2: Proposal Using An Experimental Design (300 pts)
Use APA style for the title page, short title and page numbering, citations, and references. Design an experiment on a topic that is of interest to you. You might want to consider this assignment as a possible thesis project, so think long term. If it is an experimental design, then it must be at least a 2x2 factorial design with at least one manipulated variable. You need to include all of the materials that you will need, and will write up a Human Subjects Application, which will be submitted, to me with your paper and not to the Humans Subjects Committee.

Your APA paper will be a proposal, and thus your hypotheses, methods, and results sections will be written in the future tense. Your paper will contain a title page, introduction, methods, results, references, and appendices. The results or discussion section (8-12 pp. of text and unlimited appendices) In addition, you will pass your paper to at least one other person in the class for written feedback. This should be an electronic copy, which can be edited using the Review tab, moving to the pull down menu for Track Changes, and clicking on it. You can also insert comments by clicking on the New Comment tab. This edited version of your paper will be submitted to me with your final version. Reviewers please sign your editorial work, as all students are required to review at least one paper.

Late Work Policy
Be sure to pay close attention to deadlines—there will be no make up discussion questions, analytical exercises or peer feedback accepted without a serious and compelling reason and instructor approval.
Late Papers (final and drafts): Five percent (5%) of the total possible points will be subtracted for each late day. Late papers should be submitted on Canvas, which will date- and time-stamp the submission.

Viewing Grades in Canvas
Points you receive for graded activities will be posted to the Canvas Grade Center. Click on the My Grades link on the left navigation to view your points. Grades are typically posted within 7 days of the due date. You will see a visual indication of new grades posted on your Canvas home page under the link to this course. If you have a question or complaint about a grade, then you must email Dr. Furtak from your CSUS email account within 7 days of the time when the grade was posted. In the email, list topic as PSYC 200 grade question, and state the question or complaint you have for the given grade.

Letter Grade Assignment
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.00 - 100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 94.99%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>86.00 - 89.99%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>84.00 - 85.99%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 83.99%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>76.00 - 79.99%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>74.00 - 75.99%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 73.99%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>66.00 - 69.99%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60.00 - 65.99%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59.99%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

Important note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.
disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

**Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

**Sac State’s Academic Honesty Policy & Procedures**

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State’s [Academic Honesty Policy & Procedures](#)

**Definitions**

At Sac State, *cheating* is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

"*Plagiarism* is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution."

**Source:** Sacramento State University Library

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**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.