



# On-Campus Course Syllabus

## Psy 315

### Experimental Psychology

### Spring 2022

#### Class Information

**Day and Time:** Tuesday 8-10:45am

**Room Number:** E205

#### Contact Information

**Instructor Name:** Jennifer R. Burgess, PsyD

**Instructor Email:** jburgess@criswell.edu

**Instructor Phone:** 214-818-1372 office 817-559-4045 cell

**Instructor Office Hours:** Monday 9-11am, Wednesday 9-11am

#### Course Description and Prerequisites

An overview of current research methods and techniques used to gain knowledge about human behavior and hands on experience in applying these methods and techniques in and out of the classroom. (Prerequisite: STA 201, PSY 330)

#### Course Objectives

- Explore foundation of experimental psychology
- Identify, understand, and apply current research methods and techniques.
- Learn and apply ethical standards governing appropriate research
- Learn and apply appropriate formatting and presentation of written research
- Facilitate critical thinking skills in developing and integrating research information

#### Required Textbooks

Maclin, M.K. (2020). *Experimental Design in Psychology : A Case Approach*. Vanderbilt, NY: Taylor & Francis.

#### Recommended Reading

Britt, M. A. (2017). *Psych Experiments : From Pavlov's Dogs to Rorschach's Inkplots, Put Psychology's Most Fascinating Studies to the Test*. Avon, MA: Adams-Media. ISBN: 9781440597077

#### Course Requirements and Assignments

- **Quizzes:** (50 points each) There will be 2 quizzes over the course of the semester. Each quiz will be multiple choice and taken on-line through Canvas. Quizzes will cover material primarily from the text, but may also include information from lectures, and other required reading items. Students are permitted to use any course materials when taking a quiz, but there will be time limit of 75 minutes to complete each quiz. Thus, students should appropriately prepare for and study for the

quizzes in order to complete them in the allotted time. A quiz will lock at the 75 minute mark and the completed work will be graded at that point. Quizzes must be completed by 11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor. There will not be a face to face meeting the week of an assigned quiz. Rather students will complete the assigned quiz and additional assignments through Canvas on those weeks.

- **Research and APA writing skills Development:** (Total 100 points -- vary by assignment) Students will complete a series of written assignments designed to enhance understanding of research process as well as appropriate formatting and presentation of research material. Each written assignment must be submitted through the appropriate Canvas link by class time on the date it is due. Any questions should be directed to the instructor in advance of the due date. Students are expected to pay close attention to the formatting requirements for the written assignments as those elements are an integral part of these assignments. Each element should build on student's understanding of a specific experimental psychology subject or experiments. The writing skills development will be comprised of the following written elements:
  - **ID Chosen Experimental Topic** (10 points)
  - **Operational Definitions** (25 points)
  - **Literature Review and Reference List** (40 points)
  - **Abstract and Outline** (25 points)
  
- **Analysis of Experiments:** (25 points) Students will choose 2 experiments to analyze and review according to the list of questions on pg 140. Students will be graded based on the completeness of their responses to the questions and how well they consider the various points outlined in each question. Submissions should be made through the canvas links due by the dates the outlined research will be discussed. Extra Credit Opportunities: Students may choose 2 additional experimental research articles to develop a response and submit for additional points to be added directly to the students research paper grade. Students may earn up to 10 additional points per extra analysis completed (up to 2) to be added to the final research paper grade. In order to earn the extra 10 points, the student's discussion must reflect thoughtful and complete answers to all questions listed . All extra credit attempts must be submitted by the date each experiment is to be address in the syllabus.
  
- **Research Paper:** (100 points) Students will develop a research paper from the elements the research skills development expectation in this course. Students will be required to incorporate the various graded elements in that section and compose a thoughtful, integrated paper which explores a specific experimental psychology subject. Students must incorporate current (published within the last 10 years) research which examines or explores an experimental psychology question. The research paper should examine, integrate, and offer critique of the experimental approach and findings of the chosen topic. The paper should be 6-8 page written paper (cover page, abstract, and reference pages are in addition to written length) that complies with current APA formatting guidelines. Students will need to collect a minimum of 6 professional peer reviewed research articles (as opposed to theoretical explorations) references discussing the chosen experimental

topic. Online information, websites, or other anecdotal sources are not considered legitimate references for this assignment. Research projects will be presented in class to illustrate peer review process. Paper must be written in accordance with APA formatting as a graded component and should be 6-8 pages in length.

- Class Participation (50 points) - Students are expected to participate in classroom discussions via Zoom in order to adequately demonstrate learning of the topics covered in this course. Various tasks and discussion topics will be utilized throughout the course in order to add greater depth of understanding for students related to various discussion topics as part of the in class presentations. Due to complications with online communication, the content of most weeks' lectures will be pre-recorded via a voice over powerpoint, which will be available in Canvas by Friday of the prior week. On class days, we will meet for approximately one hour at 12:15pm to review the information, facilitate further understanding of any points, and conduct live practical activities to further one's understanding. In order to adequately participate in classroom discussion, students are expected to arrive on time having read all required material and watched the recorded portion of the lecture prior to the beginning of each week's class. If a student is having difficulty meeting this expectation, you are expected to contact Dr. Burgess as soon as possible to determine appropriate adjustments. Lack of preparation in class discussion or frequent absences will jeopardize class participation grade. Missing more than 2 class periods without prior instructor approval will result in 10 points deduction from class participation grade, with 5 points per additional day missed deducted from the total grade.

## **Course/Classroom Policies and Information**

**Class Participation** - In order to adequately participate in classroom discussion, students are expected to arrive on time having read all required material prior to the beginning of each week's class. More than 2 absences will result in loss of points in the student's class participation grade unless extenuating circumstances are discussed with and approved by the instructor in advance. If a student misses a class period, they are responsible for obtaining notes and covered material from a classmate. Attendance via scheduled remote lectures requires students to be signed in during the scheduled time period, with camera enabled to confirm attendance. Students are expected to actively participate in class discussions via Zoom during scheduled remote lectures. Failure to log into the scheduled zoom discussion or to actively participate in the zoom discussion will be counted as an absence.

**LATE WORK** - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

**CELL PHONES** - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Cell phones are not allowed in the testing center and any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the instructor reserves the right to request that it be turned off during class times.

**ASSIGNMENT SUBMISSIONS** – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

**COMMUNICATION WITH DR. BURGESS** - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

## **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

|    |        |                                    | Grade Definitions (optional) |
|----|--------|------------------------------------|------------------------------|
| A  | 93-100 | 4.0 grade points per semester hour |                              |
| A- | 90-92  | 3.7 grade points per semester hour |                              |
| B+ | 87-89  | 3.3 grade points per semester hour |                              |
| B  | 83-86  | 3.0 grade points per semester hour |                              |
| B- | 80-82  | 2.7 grade points per semester hour |                              |
| C+ | 77-79  | 2.3 grade points per semester hour |                              |
| C  | 73-76  | 2.0 grade points per semester hour |                              |
| C- | 70-72  | 1.7 grade points per semester hour |                              |
| D+ | 67-69  | 1.3 grade points per semester hour |                              |
| D  | 63-66  | 1.0 grade point per semester hour  |                              |
| D- | 60-62  | 0.7 grade points per semester hour |                              |
| F  | 0-59   | 0.0 grade points per semester hour |                              |

All grades are final. Grades are based on performance. Grades are non-negotiable.

## Assignment Weights

Each assignment group will be averaged and weighted for the computation of the final grades as follows:

Quizzes 20%

Writing Skills Development 20%

Analysis of Experiments 20%  
Research Paper 30%  
Class Attendance 10%

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be

responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

| Week | Date | Reading             | Topic                                                      | Assignment Due                               |
|------|------|---------------------|------------------------------------------------------------|----------------------------------------------|
| 1    | 1/18 | Ch 1                | Intro to Scientific Inquiry                                |                                              |
| 2    | 1/25 | Ch 8                | Research Ethics and IRB                                    |                                              |
| 3    | 2/1  | Ch 2 & Pgs 115-138  | Reading and Writing Research                               | Experimental Topic Due                       |
| 4    | 2/8  | Chapter 3 & 9       | Basics of Experimental Design                              |                                              |
| 5    | 2/15 | ONLINE              | Quiz 1 – NO FACE TO FACE Chapters 1, 2, 3, 8, & 9          | Quiz 1 Due 2/15                              |
| 6    | 2/22 | Ch 4                | Experimental Design and Problem Solving in Research        | Operational Definition Due                   |
| 7    | 3/1  | Ch 5                | Control Groups and Extraneous Variables                    |                                              |
| 8    | 3/8  | Ch 6 & 7            | Randomization of Samples and Experimental Design Critiques |                                              |
|      | 3/15 |                     | SPRING BREAK                                               |                                              |
| 9    | 3/22 | Ch 10, 11, & 16     | Psychophysics and Perception Within and Between Subjects   | Literature Review and Reference List Due     |
| 10   | 3/29 | Ch 20 & 22          | Remembering and Forgetting                                 |                                              |
| 11   | 4/5  | Ch 12 & 17          | Thinking and Problem Solving                               |                                              |
| 12   | 4/12 | Ch 13, 14, 18, & 24 | Social Psychology and Aggression                           |                                              |
| 13   | 4/19 | Ch 15 & 19          | Environmental Psychology                                   | Abstract & Outline Due                       |
| 14   | 4/26 | Ch 21, 23, & 25     | Human Factors                                              | Extra Credit Critical Thinking exercises due |
| 15   | 5/3  |                     | Student Research Presentations                             | Research Paper Due                           |
| 16   | 5/10 | ONLINE              | Via Canvas Chapters                                        | Quiz 2                                       |