



Course Syllabus
PSY 315
Experimental Psychology
Fall 2025

Class Information

Day and Time: Tues/Thurs 3:15 pm - 4:30 pm

Room Number: E201

Contact Information

Instructor Name: Gilma Martinez, MA, LPC, NCC

Instructor Email: gmartinez@criswell.edu

Instructor Phone: (210)685-2021

Instructor Office Hours: [Zoom meeting by appointment, Email or text to schedule a Zoom or phone meeting](#)

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. (Prerequisites: STA 201, PSY 330)

Course Objectives

- Discuss the importance of current research methods and techniques.
- Apply different research methods and techniques.
- Evaluate the impact of different research methods and techniques.

Required Textbooks

Kantowitz, B., Roediger, H., Elmes, D. (2015). *Experimental Psychology* (10th Ed). Boston, MA: Cengage Learning.
ISBN: 9781111357993

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

Exams: (400 points) There will be four exams over the semester:

Exams will be

- Multiple-choice and taken online through Canvas.
- The exam will cover material primarily from the text.
- Open book
- Limited to 120 minutes
- Due by 11:59 pm on the assigned due date.
- There will not be a face-to-face meeting the week of an assigned exam.

Final: (100 points) At the end of the semester, a final exam will cover all the material from the course.

Research and APA writing skills Development: (Total 100 points -- varies by assignment) Students will complete a series of written assignments designed to enhance understanding of the research process as well as the 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 the 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)

Research Paper: (100 points) Students will develop a research paper from the elements of 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 that explores a specific experimental psychology subject. Students must incorporate *current (published within the last 10 years)* research that examines or explores an experimental psychology question. The research paper should examine, integrate, and offer a critique of the experimental approach and findings of the chosen topic. The paper should be a 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 the peer review process. The paper must be written in accordance with APA formatting as a graded component and should be 6-8 pages in length.

Extra Credit Opportunities: At the end of each chapter, there are discussion question section. Choose up to 2 of these exercises and write a minimum of 2 page, double-spaced discussion of the topic presented. Students will be granted 10 points of extra credit to be added to the final research paper project for each of the critical thinking tasks they complete. In order to earn the extra 10 points, the student's discussion must reflect integration of experimental concepts presented in the course, ethical and/or research considerations, as well as thoughtful exploration of the topic presented. All extra credit attempts must be submitted by the due date listed on the course outline.

Course/Classroom Policies and Information

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arise, 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 do not wait until 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.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to the 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 do 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 for the shorter response papers. It is a graded element on the longer research paper, and a lack of attention to this component will likely cost students a letter grade on the assignment. Students are welcome to seek tutoring or additional help from Mrs. Martinez during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Mrs. Martinez is very accessible to discuss ways in which the students may improve scores on future work.

Communication with Mrs. Martinez - My goal is to respond to emails 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 that 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. My goal is 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. 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 (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet the specified requirements of various departments at the college and should consult relevant sections of the Academic Catalog. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance-taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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

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

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.

Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you've written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Class Date	Class Content
8/19	Introduction; Syllabus review
8/21	Chapter 1 -Explanation in Scientific Psychology
8/26	Chapter 2-Research Techniques: Observation and Correlation
8/28	Chapter 3- Research Techniques Experimental Topic due
9/2	Chapter 4- Ethics in Psychological Research
9/4	Chapter 5- How to Read and Write Research Papers
9/9	Exam 1: Ch 1-5
9/11	
9/16	Chapter 6- Psychophysics
9/18	Chapter 7- Perception Operational Definition Due
9/23	Chapter 8-Attention and Time Reaction
9/25	Review
9/30	Exam 2: Ch 6-8
10/2	
10/7	Chapter 9- Learning and Conditioning
10/9	Chapter 10- Remembering and Forgetting Literature Review Due
10/14	STUDENT DEVELOPMENT WEEK
10/16	
10/21	Chapter 11- Thinking and Problem Solving
10/23	Chapter 12- Individual Differences and Development
10/28	Research and Writing Week
10/30	

11/4 11/6	Exam 3- Ch 9-12 Abstract and Outline Due
11/11 11/13	Chapter 13- Social Psychology
11/18 11/20	Chapter 14- Environmental Psychology Chapter 15- Human Factors Extra Credit Due
11/25 11/27	FALL BREAK/ THANKSGIVING
12/2 12/4	Exam 4- Ch 13-15
12/9 12/11	Research paper Due Final Exam

Additional Information:

If you have read this far and made it to the end of the Syllabus, YAY! Please bring a piece of paper with you to our first day of class that says, "I have read the whole syllabus" and sign and print your name. You will receive 2 points to your final exam.