

PSYC 2443-001

Research Design and Statistics I

Fall 2009

Lecture:

Instructor: Dr. Martha Mann
Class room: 118 LS = Life Science (Lecture); 318 LS (Lab)
Class hours: M W 1:00-2:20 PM

Contact information for Dr. Mann

Email: mann@uta.edu (Please use email on WebCt)
Office: 303 LS and Phone: 817.272.3239
Office hours (303LS): W 3-4 pm and by appointment
Virtual office hours (WebCT): T 10-11
Note: I prefer email via WebCt to voicemail

Tutor:

Haylie Gomez (haylie.gomez@mavs.uta.edu)
Tutoring: 318 LS M: 10am -5pm and T 11am-12:30pm & 2-3pm

Lab:

Your Lab Teaching Assistant (TA):

Section:
Classroom: LS 318
Lab hours:
Email address:
Office & hrs:
Campus Mailbox: 19528

Lab: Six (6) lab sections are available. You must be registered in lecture (PSYC 2443-001) and one lab section (PSYC 2443-002, 003, 004, 005, 006, or 007) concurrently. Please see the **lab schedule** for further information.

About this course

Course description: PSYC 2443. RESEARCH DESIGN AND STATISTICS I (3-2) 4 hours credit. Theoretical and practical approaches to research methodology, statistical analyses and reporting of research. Prerequisites: PSYC 1315, MATH 1302 (or equivalent), ENGL 1302 and completion of the computer competency requirement.

A note on prerequisites: To perform well in this class, you will need to have fulfilled your computer competency requirements as well as your Algebra and English Critical Thinking, Reading and Writing courses. PSYC 2443 is writing and “information-intensive”.

Course goals: This course consists of learning a variety of methods and procedures commonly used to conduct psychological research, analyzing the data collected in such research, and communicating the research results to the scientific community. Specific goals as outlined in the **APA Assessment Cyberguide** are appended to this syllabus.

Learning objectives: Objectives are provided for each of the three course modules at the bottom of each page of the schedule grid.

Course structure: The course is divided into 3 modules: Module 1 spans weeks 1 through 5; Module 2, weeks 6-10; and Module 3, weeks 11-15. Exams (lecture and lab) are given at the end of each module. There is no comprehensive final exam. This is a WebCt-assisted course so you will need to be proficient in the use of WebCt to perform well.

Required texts and course materials: (Note: Retain these texts for PSYC 2444 and advanced Psychology electives.)

- There is a customized set of texts for this course, bundled together to save you money. The main Jackson text is ISBN 978-0-495-84119-7. There are 3 items in the bundle: Jackson/Mitchell/Jolley/Levine (2008). *Research methods and statistics: A critical thinking approach* (customized edition). Belmont, CA: Thomson Wadsworth and Jackson *Statistical Tables* and Szuchman (2008) *Writing with Style: APA Style Made Easy with InfoTrac*
- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: APA. (ISBN: 9781433805615)
- A non-programmable calculator and
- A 3 inch (minimum), 3-ring binder which will serve as your portfolio



- **CPS Class Registration and response pad (a “clicker”):** You **MUST purchase a clicker and be** registered with <http://www.einstruction.com> by September 9, 2008 (8:00AM). The class key is CPS 343592p80 and this is also available on the home page of WebCt. You can begin registration on www.einstruction.com at any time.

You **MUST** purchase a **CPSrf Response pad** from the bookstore or from a former student. You also must bring the response pad with you to class every class period. The response pad is a **mandatory** piece of course equipment; it will be used for attendance, and discussion questions. Not bringing a response pad to class will **NOT** be an acceptable excuse. In other words, you will receive a 0 for any missed classes or exercises. You will need to pay the full registration fee via credit card to register with e-instruction for the class. *If you are NOT registered for class by September 9, you will NOT be able to participate in attendance, class discussions, and sample test questions until you register (which will adversely affect your grade). NO EXCEPTIONS!*

- **CPS Class Registration and response pad (a “clicker”)**: You **MUST purchase a clicker and** be registered with <http://www.einstruction.com> by September 9, 2008 (8:00AM). The class key is CPS 343592p80 and this is also available on the home page of WebCt. You can begin registration on www.einstruction.com at any time. You **MUST purchase a CPSrf Response pad** from the bookstore or from a former student. You also must bring the response pad with you to class every class period. The response pad is a **mandatory** piece of course equipment; it will be used for attendance, and discussion questions. Not bringing a response pad to class will **NOT** be an acceptable excuse. In other words, you will receive a 0 for any missed classes or exercises. You will need to pay the full registration fee via credit card to register with e-instruction for the class. *If you are NOT registered for class by September 9, you will NOT be able to participate in attendance, class discussions, and sample test questions until you register (which will adversely affect your grade). NO EXCEPTIONS!*
- This course will be computer/internet intensive. However, you do not need to own a computer to participate effectively in the class. However, you will need to access and use the computers available to you on campus on a routine basis; many have SPSS.

Required journal articles: Articles will be available on electronic reserve through WebCT.

Recommended (optional) resources:

- www.apastyle.org (but note that the 2009 Publication Manual will be used for all grading)
- Huff, D. (1982). *How to lie with statistics*. W. W. Norton & Co., New York, New York. (ISBN: 0-393-09426-X)
- Jones, G. E. (1995). *How to lie with charts*. SYBEX Inc., San Francisco, CA. (ISBN: 0-7821-1723-6)
- Siegal, A. M., and Connolly, W. G. *The New York Times Manual of Style and Usage* (1999). Three Rivers Press, New York (ISBN: 0-8129-6389-X)
- See the publisher’s Web site for workshops at http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/index.html

Assignments and exams:

Lecture: In-class exercises will be scheduled throughout the term. Three non-cumulative exams (360 points) and attendance points (40 points) will be used to assess your performance in lecture (400 points total). Each multiple choice (MC) exam, given in the lecture hall, will consist of ~50 questions (or 100 points) and each word problem (WP) exam, given in the lab, will count for ~20 points. This totals to 120 points per exam (part 1 being the multiple choice and part 2 being the word problems). Exam questions will be drawn from required reading, lecture material, class, lab and online activities. If you are tardy on the day of the exam you will not be permitted to take the exam if any class member has completed the exam and left the room. All make-up exams will be given during the last lecture week of the course. (Multiple choice make up exams are typically given on Monday of the week 15 and word problem make up exams are given on Wednesday of that week.

Lab: Quizzes, research papers, experiment participation and other assignments will be scheduled throughout the term. We expect that you will complete all assignments by working independently. The assignments, quizzes, and major projects (for a total of 400 points together with 26 points for daily attendance) will be used to determine your performance in lab. Unless otherwise instructed, all assignments must be typewritten and in compliance with APA formatting. (See the **lab schedule** for further details.) In order to understand research from the participant's point of view, you will be required to participate in two experimental protocols (10 course points each); if you elect not to participate, you will be able to submit two research article reports (10 points each.) (Please see the Handout: Introduction of Psychology Research Requirement.) The portfolio requirements are described in detail in the Portfolio section of the syllabus. If a portfolio is received after the due date you will receive an incomplete (grade of X) for the course.

Attendance:

Lecture: Regular attendance is required. A portion of your grade (40 points) will be allotted for daily attendance in lecture. Attendance will be taken through CPS exercises. Please note that attendance may be taken multiple times during class meetings. Failure to bring your Response Pad to class, dead batteries in your pad, and so on will result in 0 attendance points for the day. Handwritten responses for attendance checks will *not be accepted*. You must be present for all attendance checks in order to earn points for that day. Absentees will not be provided with lecture notes, outlines or other materials from classes missed. No make up exams will be given unless documentation is received for a University-approved absence. Approved absences that generally meet faculty standards include: severe illness; death in the immediate family; court appearances; and traffic delays that are unavoidable.

Lab: Lab attendance is required. Students arriving more than 10 minutes late to lab will be counted as absent. There will be 26 points allotted for daily lab attendance (2 points per day).

Make-up work: Make-up assignments and exams will be granted only for University-approved, documented absences.

Extra credit: No extra credit assignments will be offered during this course.

Grading: You will receive one course grade for your combined performance in the lecture and laboratory. A total of 800 points—400 from lecture and 400 from lab—reflect a perfect score or 100%. We will be using embedded assessment techniques throughout the course for 2 major evaluation projects (color-coded and boldfaced on the schedule grid) and the portfolio (highlighted in yellow on the schedule grid). (You are *required* to turn in Drafts to receive credit for Final projects and failure to do so will result in a 0 for the final project; See the **lab schedule** for further details)

Project 1: Deconstructing the research article (40 points) Portions will be due throughout the semester
See weeks 3 (assigned) 10 (interim review), and 12 (final due date)

Project 2: Constructing the manuscript (ms) (40 points) See weeks 8 (assigned), 11 (interim review), and 14 (final due date)

Project 3: The portfolio (40 points) See weeks 5 and 10 (interim), 14 (final due date) and 15 (portfolio review week)

Examples of the rubrics we will use for scoring are given on WebCT. Ten points/ each 24-hour period will be deducted from your final score for any project that is received late.

NB: Students **must** receive a passing grade (a “C”) in both lecture (278 points out of 400 possible points or 69.5%) and lab (278 points out of 400 possible points) to pass the course and become eligible to enroll in PSYC 2444. Any student earning a “D” (199-238 points out of 200) or “F” (0-198 points out of 400) in the lecture OR in the lab will receive a “D” or “F” as the final course grade. Students who meet the minimum requirements of 278 points in BOTH lecture and lab will have their final course grades calculated by adding their lecture and lab points together and assigning final letter grades as follows:

| <u>Letter Grade</u> | <u>Percentage of Points</u> | <u>Points required</u> |
|---------------------|-----------------------------|------------------------|
| A | 89.5-100.0% | 716-800 |
| B | 79.5-89.4% | 636-715 |
| C | 69.5-79.4% | 556-635 |

Important lab notes:

Review: Given the “hands on” nature of instruction, Lab Attendance is very, very important. You must attend every lab meeting. The information you receive in the lab sections is necessary to aid you in writing papers and doing homework assignments. The information obtained will carry over from the first semester into the second semester. So, lab attendance is crucial. There will be a total of 26 *points* (2 points per day) allotted for daily attendance beginning the 2nd week of lab.

1. Assignments are due at the beginning of the lab meeting, within the first 10 minutes of lab.
2. If you are more than 10 minutes late, you will be counted as absent, losing attendance points; additional points will be deducted from your assignment.
3. Ten points/ each 24-hour period will be deducted from your final score for any assignment that is received late.

Important dates: (These are also listed on the WebCt calendar.)

September 7: Labor Day holiday
September 9: Census Date
October 30: Last day to drop
November 26-29: Thanksgiving holidays
December 4: Last class day for the University (Note: All portfolio reviews must be completed by this date.)

From the UT Arlington Undergraduate Catalog: Student Grievance Procedures Related to Grades: In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. For further information see: <http://www.uta.edu/catalog/general/academicreg>

Student Support Services:

- **Library information** can be obtained through Helen Hough, Psychology Librarian. Please contact her by phone (817.272.7429) or by email (hough@uta.edu). You will find useful information for psychology at <http://libguides.uta.edu/psychology> or simply go to the library (www.uta.edu/library) and select Subject Guides and select Psychology.
- **Other services** can be obtained from the University. The University supports a variety of student success programs to help you: learning assistance; developmental education; advising and mentoring; admission and transition; and information about federally funded programs. Students seeking assistance with academic, personal or social problems should contact the Office of Student Success Programs at 817.272.6107 or see <http://www.uta.edu/uac/studentsuccess-home/> Many students formerly enrolled in this class have found this web page to be very useful for a variety of services!

Drop for non-payment of tuition: If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Academic dishonesty: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Any form of academic dishonesty will be reported. *"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that is attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."* (Regents' Rules and Regulations, Part One, chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.) All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation, reference to Public Law 93112—The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled, Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As required by law, we will provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. However, the student is responsible for informing faculty at the beginning of the

semester of a disability requiring special accommodation and providing authorized documentation through designated administrative channels.

Bomb threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations or tests caused by the bomb threat. Alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. *In this course, please communicate with the instructor, the tutor and teaching assistants by WebCt.*

Your Questions and Notes:

PSYC 2443 SCHEDULE GRID

Lecture Schedule

Lab Schedule

| Wk | Date | Lecture Topic | Reading Assignments | Date: (Write in) | Lab Exercises | Assignment Due |
|----|--------|---|---|---------------------|--|---|
| 1 | M 8/24 | Course overview Thinking like a scientist Ethics | Jackson Ch. 1 and 2 | | Using Web Ct Overview: Using SPSS Overview: Research compliance, IRB & IACUC; IRB protocol | Complete online pretesting on Sona Handout: Introduction of Psychology Research Requirement Daily attendance 2 pts. per day (26 pts.) Beginning week 2 |
| | W 8/26 | Pre-testing for exp participation Ethics (cont.) | Szuchman Ch. 1 and 2 | | | |
| 2 | M 8/31 | Ethics (cont.) Frequency distributions Measures of central tendency Measures of variation | Jackson Ch. 2 and 5 | | Library assignment 1: Becoming familiar with the library Library assignment 2: Search exercise Overview: Using Excel Demonstration: Frequency distributions APA Formatting: Title Page | Jackson Chapter 1 exercises (4 questions--12 pts.) Quiz on IRB & protocol (10 pts.) |
| | W 9/2 | Using the library | Jackson Ch. 2 Review the library assignments Szuchman Ch. 9 | | | |
| 3 | M 9/7 | Labor Day holiday—no class | | | Exercise: Computing means, medians, & modes Exercise: Understanding measures of variation Assignment: Deconstructing the research article Using Excel: Bar graphs | Jackson Chapter 2 exercises (2 questions--8 pts.) Library assignment 1 & 2 (20 pts. total) |
| | W 9/9 | Measures of central tendency Measures of variation Daily attendance 2 pts. per day (40 pts.) Beginning this week | Jackson Ch. 5 | | | |
| 4 | M 9/14 | Normal distribution z-scores | Jackson Ch. 5 Szuchman Ch. 4 | | APA Formatting: Method section; read, replicate Exercise: Observation & measurement | Jackson Chapter 5 exercises Handout (20 pts.) |
| | W 9/16 | Ways of knowing, measuring Observational methods Scales of measurement | Jackson Ch. 3 and 4 | | | |
| 5 | M 9/21 | Review for Exam #1 | Szuchman Ch. 5 | | Exam #1 (part 2 = word problems) Library assignment 3: Psychology careers APA Formatting: Results Overview: Results section | Jackson Chapter 3 & 4 exercises Handout? (20 pts.) Interim portfolio review 1 Complete research participation 1 (10 pts.) Deconstructing: Title Page and Method Due |
| | W 9/23 | Exam #1 (part 1 = MC) | | | | |

Learning Objectives for Module I. At the end of this module, students should be able to:

- (1) Describe areas of psychological research and the differences between basic and applied research; research conducted in naturalistic and laboratory settings
- (2) Identify and compare descriptive and predictive methods as well as the explanatory method
- (3) Describe ethical standards for research using human participants and animal subjects
- (4) Use resources in the library to locate and confirm information
- (5) Explain the following concepts: scales of measurement, reliability, validity, operational definitions
- (6) Compute standard scores and measures of central tendency and variation

| Wk | Date | Lecture Topic | Reading Assignments | Date: | Lab Exercises | Assignment Due |
|----|---------|---|--|-------|---|---|
| 6 | M 9/28 | Review of Exam #1/Wild card | Review Szuchman Ch. 5 Szuchman Ch. 8 | | Results section: stat and graph presentation APA Formatting: Graphs and References Overview: Helping behavior (Altruism) experiment | Quiz 1 on SPSS and Excel (10 pts.) Library assignment 3 (10 pts.) Deconstructing: Results Due |
| | W 9/30 | Probability | Jackson Ch. 5 | | | |
| 7 | M 10/5 | Binomial distribution | Handout: discrete vs. continuous variables Jackson Ch. 5 Addendum | | Exercise: How binomial distributions approximate normal distribution About data collection and management: Helping behavior experiment | Jackson Chapter 5 Addendum exercises Handout (10 pts) Deconstructing: Graph and References Due |
| | W 10/7 | Correlation & prediction Correlation & regression designs | Jackson Ch. 6 | | | |
| 8 | M 10/12 | Correlation | Jackson Ch. 6 Review Szuchman Ch. 2 | | Computing correlations and inter-rater reliabilities Graphing regression lines Assignment: Constructing the manuscript Excel: Scatterplots | Jackson Chapter 6 exercises Handout (10 pts.) Data summary from experiment |
| | W 10/14 | Regression | Jackson Ch. 6 | | | |
| 9 | M 10/19 | Scales of measurement review How to lie with charts | Jackson Ch. 3 Review Szuchman Ch. 3, 6, & 7 | | Introduction section: read and check citations APA Formatting: Intro, Discussion, & Abstract Library assignment 4: Checking citations from the literature | Jackson Chapter 3 & 6 exercises Handout (20 pts.) Quiz2 : SPSS and Excel (18 pts.) |
| | W 10/21 | Review for Exam #2 | | | | |
| 10 | M 10/26 | Exam # 2 (part 1 = MC) | | | Exam #2 (part 2 = word problems) Exercise: Understanding standard scores | Quiz: Citation check (6 pts.) Complete research participation 2 (10 pts.) Interim portfolio review 2 Interim review: Deconstructing the research article |
| | W 10/28 | Review of Exam #2 Review Sampling distribution z scores | Jackson Ch. 7 | | | |

Learning Objectives for Module 2. At the end of this module, students should be able to:

- (1) Identify various distributions, then organize and manage data in frequency and class interval distributions
- (2) Discuss the strengths of correlations and interpret scatterplots
- (3) Differentiate between probability and nonprobability sampling and the various subtypes of sampling
- (4) Use Excel to graph data and construct tables
- (5) Calculate correlation coefficients and perform analyses on various types of regression curves

| Wk | Date | Lecture Topic | Reading Assignments | Date: | Lab Topic | Assignment Due |
|----|--------------------------------|---|---|-------|---|--|
| 11 | M 11/2 | Chi-square tests Wilcoxon's test | Jackson Ch. 13 Review Szuchman as needed | | Review of helping behavior experiment Using Chi-square and Wilcoxon's tests Discussion section: read and revise | Library assignment 4 (10 pts.) Interim review: Constructing the ms |
| | W 11/4 | Reliability & validity | Jackson Ch. 3 | | | |
| 12 | M 11/9 | Hypothesis testing I | Jackson Ch. 7 | | Hypothesis testing; Results section; 1 and 2-tailed tests Demonstration: Understanding power curves | Jackson Chapter 7 exercises Handout (30 pts.) Deconstructing the research article (40 pts.) |
| | W 11/11 | Power and effect size Confidence intervals | Jackson Ch. 7 Szuchman Ch. 10 | | | |
| 13 | M 11/16 | Hypothesis testing II | Jackson Ch. 7 review | | Exam #3 (part 2 = word problems) Abstract and key words: read and revise | Jackson Chapter 7 exercises (4 questions--(20 pts.) |
| | W 11/18 | Review for Exam # 3 | | | | |
| 14 | M 11/23 | Exam # 3 (part 1 =MC) | | | No lab meetings this week Turn in your assignment to your TA by 5 pm Tuesday | Constructing the ms (40 pts.) Portfolios due (40 pts.) |
| | W 11/25 | Wildcard Portfolio assembly | | | | |
| 15 | M 11/30 (through F 12/4) | <u>Learning Objectives for Module 3.</u> At the end of this module, students should be able to: <ol style="list-style-type: none"> (1) Explain how Type I and Type II errors are related to hypothesis testing (2) Explain what statistical power is and how to make statistical tests more powerful (3) Differentiate between parametric and nonparametric statistics (4) Calculate and interpret Chi-square and Wilcoxon's rank-sum tests (5) Use SPSS software to test for statistical significance | | | | |
| | W 12/2 | N.B. Learning objectives were adapted from Jackson, S. L. (2006). <i>Study guide for research methods and statistics</i> (2 nd edition). Notes: No lectures will be given on 11/30 and 12/2. Instead, all makeup exams (multiple choice and word problems) will be given during class time in 118LS Portfolio reviews (held in 318LS) will take place all week by appointment | | | | |

Instructors: Martha Mann, Ph.D. (mann@uta.edu)

Excerpted from “The 100-Year Journey of Educational Psychology: From Interest, to Disdain, to Respect for Practice” by David C. Berliner (Arizona State University):

Clearly, William James would approve of the portfolio assessment movement of our times and support the ways in which Howard Gardner and Robert Sternberg have broadened our conceptions of intelligence. James consistently held a holistic view of human beings, and he understood the important distinction between the real world on the one hand and both laboratory and school tasks on the other. Despite his private comments about the pedestrian minds of teachers, he put faith in the classroom teacher to guide the young to acquire proper habits. In so doing he rejected those who saw the mission of the school as curriculum bound, with the teacher there merely to impart facts (Bowen, 1981). James also rejected the view that science could provide much advice to teachers about what to do in concrete situations. He did, however, see the study of psychology as useful in three ways: to provide the underpinnings for beliefs about instruction, to prohibit teachers from making certain egregious errors, and to provide intellectual support to teachers for some of their pedagogical decisions.

According to **APA’s Assessment Cyberguide for Learning Goals and Outcomes**, portfolios have a strong potential for achieving certain learning outcomes: “Explicit criteria that ask students to select “works” based on what these reveal about their research skills can provide an opportunity to evaluate the evolution of their abilities through a focused reflection on why they selected the items they did.” This point is an important one when we consider your choice of an individual research project.

Q. What is a portfolio?

A. A portfolio is a collection of papers, projects, and assignments completed in classes required in the psychology major. For the student, the portfolio represents a record of development in skills and competencies required in the major. It also represents a record of accomplishments which can be used to support applications for employment and graduate school. For the faculty, the portfolio is a source of information to determine whether the goals of the psychology curriculum are being attained.

Q. What is the purpose of keeping a portfolio?

A. A course portfolio serves primarily 3 functions:

1. A portfolio is an opportunity to integrate your notes, the text, lab assignments and other material, therefore providing an effective **study method**. Thus, you may reinforce and further develop your writing and computer skills. You are expected to retain at least information from earlier courses to later courses. In fact, by obtaining a GPA of 2.0 in PSYC 2443 and 2444, you can be cleared to enroll in upper-level laboratory courses. A course portfolio may be a very valuable resource for your future coursework.

2. A portfolio stands as an **historical record** or documentation summary of some of the content that you learned in the course. This record may help you obtain admission to the graduate program of your choice in that it may help you to write your personal statement or essay for graduate admission. It may also help you convince a potential employer of your readiness for a particular job.

3. Portfolio preparation may help you to **know yourself better** and to define more clearly your personal and professional goals. Part of your portfolio will consist of reflective journaling, that is, writing down your ideas and reactions to assignments and evaluations. Except for weeks in which exams occur, we expect you to make notes weekly. Weekly notations should be made on your reflections upon your experiences as a pre-professional. Obviously, such reflective thinking may assist you in defining your strengths, weaknesses and career aspirations.

Q. How will my portfolio be evaluated?

A. The rubric like the one we will be using to evaluate the portfolio is provided below. You will receive the final grade you attained on this assignment but interim grades (see **1** and **2** below) will be provided as the course proceeds.

Presentation of Portfolio (See also Week 15) --SAMPLE--

| Scoring level | Action | 1 | 2 | F |
|----------------------|---|----------|----------|----------|
| 32-40--accomplished | Student maintained all assignments carefully and organized the portfolio well. | | | |
| 22-31--competent | Student showed good effort toward organization and presentation of the portfolio. | | | |
| 12-21--developing | Student's course portfolio was only fairly complete and reflective journaling was not done consistently. | | | |
| 1-11--beginning | Student exhibited minimal attention to portfolio organization and presentation. Multiple assignments were omitted. | | | |
| 0 | (Incomplete) | | | |

Additional comments:

Score = /40

Student certification: I have reviewed the above scores and comments with my instructor.

Signature

Date

Adapted from APA's Assessment Cyberguide for Learning Goals and Outcomes:

In PSYC 2443 and 2444, we will be addressing multiple goals as outlined below by the American Psychological Association (APA).

KEY:

| | |
|------------|-------------------------------------|
| PRE | Prerequisites |
| LEC | PSYC 2443/2444 Lecture and readings |
| LAB | PSYC 2443/2444 Lab and readings |
| EXA | PSYC 2443/2444 Examinations |
| POR | PSYC 2443/2444 Portfolio |

Goal 1: Knowledge Base of Psychology

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

| Objective | PRE | LEC | LAB | EXA | POR |
|---|------------|------------|------------|------------|------------|
| 1.1: Characterize the nature of psychology as a discipline. | √ | √ | √ | √ | √ |
| 1.2: Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: theory and research representing general domains, the history of psychology, relevant levels of analysis, overarching themes, and relevant ethical issues. | √ | √ | √ | √ | √ |
| 1.3: Use the concepts, language, and major theories of the discipline to account for psychological phenomena. | √ | | | | |
| 1.4: Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural). | √ | | | | |

Goal 2: Research Methods in Psychology

Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

| Objective | PRE | LEC | LAB | EXA | POR |
|---|------------|------------|------------|------------|------------|
| 2.1 Describe the basic characteristics of the science of psychology. | √ | √ | √ | √ | √ |
| 2.2 Explain different research methods used by psychologists. Describe how various research designs address different types of questions and hypotheses. Articulate strengths and limitations of various research designs. Distinguish the nature of designs that permit causal inferences from those that do not. | | √ | √ | √ | √ |
| 2.3 Evaluate the appropriateness of conclusions derived from psychological research. Interpret basic statistical results. Distinguish between statistical significance and practical significance. Describe effect size and confidence intervals. Evaluate the validity of conclusions presented in research reports. | √ | √ | √ | √ | √ |
| 2.4 Design and conduct basic studies to address psychological questions using appropriate research methods. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies. | | √ | √ | √ | √ |

| | | | | | |
|---|--|---|---|---|---|
| Formulate testable research hypotheses, based on operational definitions of variables. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation. | | | | | |
| 2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research. | | √ | √ | √ | √ |
| 2.6 Generalize research conclusions appropriately based on the parameters of particular research methods. Exercise caution in predicting behavior based on limitations of single studies. Recognize the limitations of applying normative conclusions to individuals. Acknowledge that research results may have unanticipated societal consequences. Recognize that individual differences and sociocultural contexts may influence the applicability of research findings. | | √ | √ | √ | √ |

Goal 3: Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 3.1 Use critical thinking effectively. | √ | √ | √ | √ | √ |
| 3.2 Engage in creative thinking. | √ | √ | √ | √ | √ |
| 3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals. | √ | √ | √ | √ | √ |
| 3.4 Approach problems effectively. | √ | √ | √ | √ | √ |

Goal 4: Application of Psychology

Understand and apply psychological principles to personal, social, and organizational issues.

| Objective | PRE | LEC | LAB | EXA | POR |
|---|-----|-----|-----|-----|-----|
| 4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health). | √ | √ | √ | √ | √ |
| 4.2 Identify appropriate applications of psychology in solving problems, such as... | √ | √ | √ | √ | √ |
| 4.3 Articulate how psychological principles can be used to explain social issues and inform public policy. | √ | √ | | √ | |
| 4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life. | √ | √ | √ | √ | √ |
| 4.5 Recognize that ethically complex situations can develop in the application of psychological principles. | √ | √ | √ | √ | √ |

Goal 5: Values in Psychology

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology. | √ | √ | √ | √ | √ |
| 5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior. | √ | √ | √ | √ | √ |
| 5.3 Seek and evaluate scientific evidence for psychological claims. | √ | √ | √ | √ | √ |
| 5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative. | √ | √ | √ | √ | √ |
| 5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts. | √ | √ | √ | √ | √ |
| 5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities. | √ | √ | √ | √ | √ |
| 5.7 Understand the limitations of their psychological knowledge and skills. | √ | √ | √ | √ | √ |

Goal 6: Information and Technological Literacy

Demonstrate information competence and the ability to use computers and other technology for many purposes.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 6.1 Demonstrate information competence at each stage in the following process: formulating a researchable topic, choosing relevant and evaluating relevant resources, and reading and accurately summarizing scientific literature that can be supported by database search strategies | √ | √ | √ | √ | √ |
| 6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data. | √ | √ | √ | √ | √ |
| 6.3 Use information and technology ethically and responsibly. | √ | √ | √ | √ | √ |
| 6.4 Demonstrate basic computer skills, proper etiquette, and security safeguards. | √ | √ | √ | √ | √ |

Goal 7: Communication Skills

Communicate effectively in a variety of formats.

| Objective | PRE | LEC | LAB | EXA | POR |
|---|-----|-----|-----|-----|-----|
| 7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching). | √ | √ | √ | √ | √ |
| 7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching). | √ | | √ | | |
| 7.3 Exhibit quantitative literacy. | √ | √ | √ | √ | √ |
| 7.4 Demonstrate effective interpersonal communication skills. | √ | √ | √ | | |
| 7.5 Exhibit the ability to collaborate effectively. | √ | | √ | | √ |

Goal 8: Sociocultural and International Awareness

Recognize, understand, and respect the complexity of sociocultural and international diversity.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives. | √ | √ | √ | √ | √ |
| 8.2 Examine the sociocultural and international contexts that influence individual differences. | √ | √ | √ | √ | √ |
| 8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa. | √ | √ | √ | √ | √ |
| 8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity. | √ | √ | | | √ |
| 8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others. | √ | √ | √ | √ | √ |

Goal 9: Personal Development

Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 9.1 Reflect on their experiences and find meaning in them. | √ | | | | √ |
| 9.2 Apply psychological principles to promote personal development. | √ | | | | √ |
| 9.3 Enact self-management strategies that maximize healthy outcomes. | √ | | | | √ |
| 9.4 Display high standards of personal integrity with others. | √ | √ | √ | √ | √ |

Goal 10: Career Planning and Development

Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

| Objective | PRE | LEC | LAB | EXA | POR |
|--|-----|-----|-----|-----|-----|
| 10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) to formulating career choices. | √ | | | | √ |
| 10.2 Identify the types of academic experience and performance in psychology and other coursework that will facilitate entry into the work force, post-baccalaureate education, or both. | √ | √ | | | √ |
| 10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits. | √ | | | | √ |
| 10.4 Identify and develop skills and experiences relevant to achieving selected career goals. | √ | √ | √ | √ | √ |
| 10.5 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves. | √ | | | | √ |