PSY 640 - Advanced Research in Emotion

Syllabus

Sandra K. Webster

Fall 2018

Seminar Meeting  8:10 Wednesdays.

Individual advisor meetings will take place for 1 hour each week

Goals and Objectives

The following goals and objectives are based on the APA Guidelines for the Undergraduate Psychology Major, Version 2.0. They were mutually selected and agreed upon by the seminar participants. They will be assessed at the Baccalaureate level. The color codes represent the individual who has agreed to lead the discussion and activities for each objective.

Advances statistical analyses (e.g., regression and path analysis)

2.4 Interpret, design, and conduct basic psychological research

2.4A Evaluate the effectiveness of quantitative and qualitative research methods in addressing a research question

2.4B Limit cause–effect claims to research strategies that appropriately rule out alternative explanations

2.4C Accurately identify key research concepts in existing and proposed research projects

2.4D Design and conduct complex studies to confirm a hypothesis based on operational definitions

2.4E Design and adopt high-quality measurement strategies that enhance reliability and validity

2.4F Use quantitative and/or qualitative analyses to argue for or against a particular hypothesis

2.4G Apply knowledge of research skills necessary to be an informed consumer of research or critic regarding unsupported claims about behavior

Writing for different audiences

4.1 Demonstrate effective writing for different purposes

4.1A Construct arguments clearly and concisely using evidence-based psychological concepts and theories. Kailey

4.1B Craft clear and concise written communications to address specific audiences (e.g., lay, peer, professional) Anna

4.1C Use grammar appropriate to professional standards and conventions (e.g., APA writing style) Marisa

4.1D Employ APA writing style to make precise and persuasive arguments. Anna
4.1E Tailor length and development of ideas in formats that fit the purpose. Chelsea

4.1F Communicate quantitative data in statistics, graphs, and tables. Chelsea

4.1G Seek feedback to improve writing quality resulting in multiple drafts. Elizabeth

Presentation skills

4.2 Exhibit effective presentation skills for different purposes Zach & Anna

4.2A Create coherent and integrated oral argument based on a review of the pertinent psychological literature. Zach

4.2B Deliver complex presentations within appropriate constraints (e.g., time limit, appropriate to audience). Anna

4.2C Achieve effective delivery standards in professional oral performance. Elizabeth

4.2D Integrate visual and oral elements. Marisa

4.2E Anticipate answers to questions about psychological content. Anna

Professional Interaction

4.3 Interact effectively with others

4.3A Show capacity for listening and decoding both overt and covert messages

4.3B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds

4.3C Interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives Kailey

4.3D Generate questions to reduce ambiguous communications. Elizabeth

4.3E Use social media responsibly. Marisa & Chelsea

Professional direction- Gianna

5.1 Apply psychological content and skills to career goals

5.1A Describe and execute problem-solving and research methods to facilitate effective workplace solutions

5.1B Disregard or challenge flawed sources of information

5.1C Expect and adapt to interaction complexity, including factors related to diversity of backgrounds, in work organizations - Chelsie

5.1D Apply relevant psychology content knowledge to facilitate a more effective workplace in internships, jobs, or organizational leadership opportunities
5.1F Adapt information literacy skills obtained in the psychology major to investigating solutions to a variety of problem solutions Gianna

5.1F Apply the ethical principles of psychology to nonpsychology professional settings Marisa

Self-efficacy and Self-direction Zach

5.2 Exhibit self-efficacy and self-regulation

5.2A Design deliberate efforts to produce desired self-management outcomes (e.g., self-regulation, hardiness, resilience) Elizabeth

5.2B Accurately self-assess performance quality by melding external standards and expectations with their own performance criteria

5.2C Pursue and respond appropriately to feedback from educators, mentors, supervisors, and experts to improve performance

5.2D Attend to and monitor the quality of their own thinking (i.e., make adaptations using metacognitive strategies)

Weekly Schedule of Topics and Deadlines

Week 1: Term Orientation
Week 2: Syllabus Construction
Week 3: Self-efficacy, Zach & Elizabeth 5.2
Week 4: Self-regulation, Zach & Elizabeth 5.2
Week 5: Statistics Review, Webster 2.4
Week 6: Multivariate Statistics, Webster 2.4
Week 7: Professional Interaction 4.3, Kailey, Chelsea, & Marisa
Week 8: APA Abstract Writing & Tables & Figures 4.1, Chelsea, Kailey, Marisa, Elizabeth, Anna
Week 9: Summary for Employment Writing 4.2, Anna, Marisa, Elizabeth
Week 10: Writing 4.1, Chelsea, Kailey, Marisa, Elizabeth, Anna
Week 11: Presentation 4.2, Zach, Anna, Elizabeth, Marisa
Week 12: Practice Presentations
Week 13: Practice Presentations
Week 14: 5.1 Professional Direction, Gianna, Chelsea, Marisa
Week 15: Presentation, Tuesday, December 11. 6 p.m.
Grading

Grading will be done according to individual contracts. All students are responsible to use the O: Drive for the course to file course contracts, copies of drafts of the thesis and the final thesis, research materials, ePrime programs and data.

Academic Integrity

Now more than ever, the academic integrity policies of the college and the APA Ethical principles for research are in full effect. Violations of these policies will result in failure of the course.