

RUTGERS UNIVERSITY
INTRODUCTION TO PSYCHOLOGICAL SCIENCE
56:830:510
COURSE SYLLABUS
Fall, 2012

Instructor: Dr. Charlotte N. Markey
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Lecture: Wed, 6:00-8:40pm
Classroom: ARM 207
Office hours: Wed, 5:00-6:00pm
and by appt.

COURSE DESCRIPTION AND OBJECTIVES:

This first-semester course has two components: a classroom component and a laboratory component in which students work with their faculty adviser. The classroom component provides an overview of research practices in psychological science, with particular emphasis on reading, understanding, and reviewing the psychological literature, a review of research methods and statistical analysis, and instruction about presenting research and writing a research paper. Students will gain research experience via an apprenticeship with a faculty member and will write a critical research proposal related to their potential thesis research.

REQUIRED READINGS:

All of the readings for this course will be available via the sakai class web page. If you do not have a copy of the APA manual (6th edition), you should purchase one. A few chapters are assigned from Goldacre (2010) *Bad Science*. You should consider purchasing this book: http://www.amazon.com/Bad-Science-Quacks-Pharma-Flacks/dp/0865479186/ref=sr_1_1?ie=UTF8&qid=1312219431&sr=8-1

Please read all assigned readings BEFORE they are covered in class.

GENERAL COURSE REQUIREMENTS:

1) ATTENDANCE AND CLASS PARTICIPATION: Class attendance and participation is expected. Because this class is a seminar (i.e., I will not usually be lecturing, rather we will all discuss the relevant topics), much of the learning that will take place this semester will be *in the classroom*. Thus, this component of your grade will be based on the following criteria: (1) Did you attend class? (2) Did you contribute to the intellectual climate in class (by listening to the professor and your classmates and participating in discussions and exercises)? (3) Were you prepared for class discussions? and (4) Did you prepare for class activities and presentations (see class schedule)?

2) READING NOTES AND DISCUSSION QUESTIONS: Because each class will involve a discussion of the assigned readings, it is important that we all come to class prepared. In order to facilitate this preparation, you will be expected to turn in "evidence" that you have completed the readings in the form of 1-2 *pages* of notes and *at least* two discussion questions. The format of these notes is not important (a few paragraph summary, bullet points, etc.), but they should be completed so that they are helpful to you during class discussions. Keep in mind that many readings are assigned as examples of particular methods. Learning all the content is not necessary; pay attention to the topic to be discussed in class as you read the articles. As you read through the

assignments, make note of questions you have that might be interesting for us to discuss as a class (you do not need to have the answers to these questions, rather think of issues that are provocative and important for us to discuss; these should NOT be yes/no questions or questions with answers easily identified in the readings). These notes and questions are due each Monday at 11pm via the Sakai course web page. (Note: The first outline/ discussion questions are due on Sept. 10.) Please cut and paste them into the Sakai web page to submit the assignment (do NOT add as an attachment). For your own benefit, having a copy of your notes and questions in class is a good idea.

3) RESEARCH APPRENTICESHIP: Each week you are expected to work as an apprentice to your adviser for *at least* four hours. Ideally, you will meet in person with your adviser each week (an individual meeting or lab meeting) and discuss research related tasks for you to engage in across the week. This apprenticeship is not only an important component of this course, but of your graduate school experience at Rutgers. Learning about research in this “hands on” way will allow you to know whether or not you want to pursue a research thesis as part of your graduate studies. It will also provide your adviser with an opportunity to gauge your research aptitude. Your performance during this semester will determine whether or not your adviser (with the assistance of a committee) will allow you to pursue a thesis. We will discuss your experiences working in your adviser’s lab during class and you are expected to log your hours/ work each week with your adviser.

4) RESEARCH PROPOSAL PAPER: We will spend time in class discussing writing in psychology and the development of possible thesis research ideas. The last day of class (in class via hard copy and electronic copy on sakai), you are expected to submit a literature review (i.e., introduction) and method section of a research paper that examines a research topic relevant to your adviser’s research and your potential thesis topic. This paper should be in APA style (6th Edition) and should include a title page, abstract, 5-page literature review, approximately 4-page method section, and references.

5) RESEARCH PRESENTATIONS: Mid-way through the course, you will be expected to practice presenting research by presenting an article that you have read and find relevant to your research interests. This presentation should be approximately 3 minutes long. At the end of this course, you will be expected to present your research interests (as described in your final paper) to the class. Both presentations should use power point slides and should be concise, clear, and organized presentations of the material. This presentation should be approximately 5 minutes long, with additional time provided for questions and discussion.

GRADING:

Grades will be computed as follows:

Attendance and participation	15%
Class outlines/ discussion questions	25%
Research Apprenticeship	20%
Research proposal paper	25%
Presentations	15%

Course Schedule

The following is a **tentative** schedule for this course. Dates may change slightly depending on our **actual** progress in covering the material. Readings are available via library reserve and/or sakai.

Date	Topics to be Discussed	Readings/ Assignments
Week 1 Sept 5	Introductions at Graduate Student Reception	Information about location of reception forthcoming Little "assignment" due after dinner
Week 2 Sept 12	Orientation to the Program Graduate School Etiquette; Guest presenter: Naomi Marmorstein What does your adviser study?	Read and summarize two articles that your adviser has published (confer with your adviser about which to select); be prepared to describe what your adviser studies in 2 minutes or less
Week 3 Sept 19	Why we need science The autism example Guest Presenter: Sarah Allred	Goldacre, 2010, Ch 10, Ch 12; Bearman, 2010; Dominus, 2011
Week 4 Sept 26	Writing in Psychology Avoiding plagiarism Spend time in grad lab doing lit searches Guest Presenter: Chris Nave	Bem, 1995; Bem chapter (these readings are redundant, summarize the main points)
Week 5 Oct 3	Examples of Good Writing; How to Present Research; Guest Presenter: Mary Bravo	Lyubomirsky, Sousa, and Dickerhoof, 2006 Walsh, 2011 Bravo & Farid, 2012 In summaries for this week, submit a paragraph you have written
Week 6 Oct 10	Ways to get data: Archival research Guest presenter: Dan Hart	Hart & Atkins, 2011 McCullough et al., 2009 Markey & Markey, 2010 <i>Paper Topics and Brief Overview DUE</i>
Week 7 Oct 17	Brief research presentations Read an article (or reread one) of interest and relevant to your work in your lab.	Submit a summary of the article on Sakai. <i>Prepare a 3 min presentation</i> of it using power point.
Week 8 Oct 24	Writing, peer reviewing, discussion regarding research proposals Guest presenter: Kristin August	<i>Come to class with a draft of 2 pages of your research paper</i>
Week 9 Oct 31	Statistics: Assessing your knowledge Some Stats review	Robson, 2011, Ch 16
Week 10 Nov 7	Statistics continued from 10/31 Guest presenter: Jen Shukusky	Goldacre, 2010, Ch 11; Bakalar, 2011
Week 11 Nov 14	Writing, peer reviewing, discussion regarding research proposals Discussion regarding research presentations Guest presenter: Robrecht van der Wel	<i>Come to class with a draft of 4 pages of your research paper</i>
Week 12 Nov 21	NO CLASS due to Thanksgiving Holiday	
Week 13 Nov 28	Limits of science How psychology can be more scientific Guest presenter: Emily Wood	Lilienfeld, 2011; Goldacre, 2010, prologue
Week 14	Final Research Presentations	

Dec 5		
Week 14	Finish Final Research Presentations	Research Papers Due
Dec 5	Wrap-Up	

GENERAL COURSE POLICIES:

- 1) This class will be most rewarding for you if you are an active participant in class and view this experience as a collaborative enterprise. To this end, throughout the semester you are encouraged to communicate with your professor (during class and during office hours) and are expected to keep up with all readings and assignments.
- 2) Additional information about this class, and a copy of the syllabus is available on the instructor's web page (<http://www.crab.rutgers.edu/~chmarkey/home.html>) and the course Sakai web page (sakai.rutgers.edu). Being unaware of course requirements and expectations is not an excuse for failing to complete any of the assignments in this course.
- 3) If you are in class, you will be expected to be attentive, participate, stay the entire class time, and be prepared for any activities scheduled for that day. You will be asked to leave class if you do any of the following:
 - ~Talk on your cell phone (turn phones off!)
 - ~Text on your cell phone
 - ~Open your lap top computer or blackberry
 - ~Pass notes to classmates
 - ~Sleep

You attendance in this course is voluntary. If you do not wish to be in class or prefer to do any of these activities instead of being in class, then you should leave.
- 4) If you miss a class, you are expected to obtain class notes from a classmate and to stay on top of any of the activities/ discussions missed. It is your responsibility to become informed of any announcements made in class.
- 5) **Power point slides presented in class will not be available** except in class (i.e., these will NOT be posted on the web). If you miss class, you should obtain notes from a classmate and read the relevant readings. Classes are designed to aid in your understanding of the assigned readings, focus you on the most important material, and offer an opportunity to further your understanding through class discussion. (In other words, power point slides are not a substitute for class.)
- 6) Academic dishonesty will NOT be tolerated. Academic dishonesty includes (but is not limited to) cheating on exams and plagiarism. Students caught participate in academic dishonesty will receive a score of zero on the relevant assignment. In addition, instances of academic dishonesty will be referred to the Scholastic Conduct Committee. Sanctions for academic dishonesty range from failing an assignment to failing a course or expulsion from the University. For additional information about Rutgers' policies concerning academic dishonesty refer to: <http://teachx.rutgers.edu/integrity/policy.html>.
- 7) For disability accommodations, please call the Disability Services Coordinator Associate Dean Thomas DiValerio, (856) 225-2663, tdivaler@camden.rutgers.edu, Campus Center, Room #326. Students who require special accommodations should also contact the instructor within the first few days of class.