

RESEARCH SEMINAR (PSYC 4990-21564)
WEBER STATE UNIVERSITY
FALL 2008
SPECIFIED FRIDAYS AT 1 PM
SS 347

PROFESSOR Dr. Leigh Shaw
OFFICE SS 362
PHONE 626-7429
OFFICE HOURS MWF 10:00 – 10:50 a.m, or by appt.
EMAIL lshaw@weber.edu (submit class work in the WebCT email system)
WEBPAGE <http://faculty.weber.edu/lshaw>

COURSE DESCRIPTION AND GOALS

Psychology is a diverse discipline covering a wide range of topics. Although not unified by a common content, our discipline is unified by the scientific methods used to assess and understand behavior. In this seminar, you will learn how to be an educated consumer of social scientific research and psychological information by hearing about current research bearing on psychological topics being conducted by faculty and other professionals in and out of our department. You will also be exposed to some of the varied research methodologies used in social scientific research. In this seminar, you will acquire skills in critically reading and evaluating research from primary sources, and integrating theories and research presented during seminar within a broader psychological framework.

REQUIRED READINGS

You are required to read assigned articles available in the Department office or online in the course site.

GRADING

	<u>Points</u>	<u>% of Total</u>
Course Attendance/Participation	50 (10 pts for each of 5 dates)	29
Response Papers	120 (20 pts for each of 6 papers)	71
TOTAL	170	100

Final grades will be assigned based on the percent of total points earned, as follows:

A (100-93%)	B- (82-80%)	D+ (69-67%)
A- (92-90%)	C+ (79-77%)	D (66-63%)
B+ (89-87%)	C (76-73%)	D- (62-60%)
B (86-83%)	C- (72-70%)	E (59-0%)

COURSE ATTENDANCE AND PARTICIPATION (5 required dates x 10 points = 50 Points)

- ❖ This is a small, senior-level course that will be conducted in seminar format, which requires that students attend and are active in class discussions. Indeed, learning is most effective when it is a collaborative process. Aside from simply paying attention to the current discussion and not be distracted by other work, daydreaming, engaged in side conversations, this responsibility involves asking questions, and making thoughtful contributions to class discussion.
- ❖ You are expected to attend each scheduled guest presentation and to be prepared to discuss the assigned readings for that presentation. You may miss a maximum of *one guest presentation* without penalty. However, if you miss more than that without obtaining my permission, your final course grade will be docked by 3% for each subsequent guest presentation missed. For example, if you attend 3 instead of the required 5 guest presentations and otherwise earn perfect scores, your 88.2% (B+) would become a 80.2% (B-) for your final grade. If you attend all guest presentations, your five highest participation scores will be counted toward your final grade. Thus, course attendance and participation are critical to your overall success in this course.
- ❖ Your class participation will be evaluated daily on a 10-point scale in terms of the overall quantity and degree of thoughtfulness of your contributions. Participation of exceptional quality will earn 8-10 points, average quality will earn 7 points, and below average quality will earn 0-6 points depending on fulfillment of the above criteria.

RESPONSE PAPERS (6 papers x 20 points = 120 Points)

- ❖ Each guest presenter has selected some research articles for you to read prior to their class presentation so that you will have a framework for understanding their presentation. You are required to write a 2 - 3 page, typed and double-spaced (12 pt font) summary of the readings and presentation.
 - This assignment entails: 1) briefly summarizing the *major idea or gist* of each of the readings and the presentation and 2) briefly outlining your reactions to the readings and presentation.
 - You may want to discuss how what you read for and heard in the presentation fits within what you have learned in other courses, whether you were surprised (or not) by the research question and/or findings, alternative ways to test their ideas, whether they did not include, account for, or assess a variable that you think is relevant to their research question, and so on.
 - Your response papers should *not* be a mere chronological summary of the author's arguments; instead, you focus on articulating the major arguments, points, or perspective the author is trying to convey and your reactions to them.
- ❖ You must submit your paper via WebCT email by class-time (1 pm) on the due date (see Course Schedule), or it will be considered late (the email time/date stamp will serve as the determinant of punctuality). Late papers will be penalized 10% (2 points) per day (including weekends). Late papers will not be accepted after being one week (7 days) overdue. Although you may miss one guest presentation without penalty, papers are due for all presentations. Thus, while late papers will be accepted up to one week overdue, no papers will be dropped for your final grade.
- ❖ Papers will be evaluated on a 20-point scale and will be graded on completeness, thoughtfulness, originality, and quality of writing (proper grammar, sentence structure, organization, etc.). Thus, papers of exceptional quality earn 16-20 points, average quality will earn 14 points, and below average quality will receive 0-13 points depending on fulfillment of the above criteria. Papers will be graded and returned via email.

VISTA ENHANCEMENT

- † This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the "My WSU Online" tab, click on "PSYC 4990". From the website, you will have access to the course syllabus and many of the required readings, and you will be able to email your response papers and stay current with your grades ("My Grades") and announcements ("Announcements").
- † For assistance with Vista issues, email wsuonline@weber.edu or call 626-6499 (the phone is staffed Mon-Thurs, 8am-9pm & Fridays, 8-4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

ATTENDANCE

Attendance will be recorded because it is required and critical to your overall success in this course.

EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

DROPPING THE COURSE

You may completely withdraw from the semester at any time. The last day to withdraw from any individual class is Friday, October 24th (see Catalog for details and instructions).

CLASS CONDUCT AND COURTESY

- ❖ Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation in the course. If you anticipate being late for class or leaving early from class on a regular basis, see me immediately to explain the reasons for your tardiness or early departures.
- ❖ While this course entails discussion, please refrain from engaging in presentation-irrelevant conversations with peers during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of "E".
- ❖ While audio recorders are permitted in class, you are expected to deactivate all other electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom.
- ❖ No adult or child visitors are allowed in class without prior permission.
- ❖ Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

REASONABLE ACCOMMODATION

In accordance with the Americans with Disabilities Act [ADA], any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 of the Student Service Center (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in response papers, must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) "cut & paste" material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author's idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author's exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author's exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing**How can I avoid plagiarism?**

You must give credit to the original source whenever you use another person's ideas, concepts, or theories, whenever you use another person's facts, statistics, graphs, or drawings that are not common knowledge (e.g.,

The Declaration of Independence was signed on July, 4th 1776), whenever you use another person's actual spoken or written words, and whenever you paraphrase another person's spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer's exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer's.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Preschoolers often talk out loud to themselves as they engage in activities, such as play. "Piaget called these utterances *egocentric speech*, reflecting his belief that young children have difficulty taking the perspectives of others" (Berk, 2006, p. 259). By contrast, Vygotsky asserted that preschoolers use language to help them "think about mental activities and behavior and select courses of action" (Berk, 2006, p. 259).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer's ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be "a big deal" and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person's ideas) and an act of lying (passing another person's ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Presenter and Title	Assignment
Fri, 9/19	Dr. Matthew Schmolesky, Psychology, WSU "Why risk it? A biological perspective on personality and risk taking behavior" Readings: (1) Rosenbloom, T. (2003). Risk evaluation and risk behavior of high and low sensation seekers. <i>Social Behavior and Personality</i> , 31 (4), 375-386. (2) Laucht, M., Becker, K., & Schmidt, M.H. (2006). Visual exploratory behaviour in infancy and novelty seeking in adolescence: Two developmentally specific phenotypes of DRD4? <i>Journal of Child Psychology and Psychiatry</i> , 47 (11), 1143-1151.	<i>Schmolesky Readings</i>
Fri, 9/26	No meeting	<i>Schmolesky Paper DUE</i>
Fri, 10/10	Jill Yeiter, WSU Employee Wellness Coordinator "Intuitive Eating" Readings: (1) Tylka, T. (2006). Development and psychometric evaluation of a measure of Intuitive Eating. <i>Journal of Counseling Psychology</i> , 53 (2), 226-240. (2) Bacon, L., Stern, J.S., Van Loan, M.D., & Keim, N.L. (2005). Size acceptance and intuitive eating improve health for obese, female chronic dieters. <i>Journal of the American Dietetic Association</i> , 105(6), 929-936.	<i>Yeiter Readings</i>
Fri, 10/17	NO CLASS: FALL BREAK	
Mon, 10/20	No meeting	<i>Yeiter Paper DUE</i>
Fri, 10/24	Dr. Paul Schvaneveldt, Child and Family Studies, WSU "Parenting across cultures: Variations in adolescent competence" Readings: (1) Ingoldsby, B., Schvaneveldt, P.L., Supple, A.J., & Bush, K.R. (2003). The relationship between parenting behaviors and adolescent achievement and self-efficacy in Chile and Ecuador. <i>Marriage and Family Review</i> , 35, 139-160. (2) Schvaneveldt, P.L. (under review). Adolescent development in Bolivia: Parenting behaviors that promote social competence. (3) Schvaneveldt, P.L., Singh, A., & Peterson, G. (in preparation). Parental influences on adolescent social competency in India.	<i>Schvaneveldt Readings</i>
Fri, 10/31	Dr. Cecilia Wainryb, Psychology, University of Utah Title and Readings: TBA	<i>Wainryb Readings</i> <i>Schvaneveldt Paper DUE</i>
Fri, 11/7	Dr. Aaron Ashley, Psychology, WSU "Does embodiment underlie the representation of spatial terms" Readings: (1) Barsalou, L.W. (1999). Perceptual symbol systems. <i>Brain and Behavioral Sciences</i> , 22, 577-660. (2) Glenberg, A.M. & Kaschak, M.P. (2002). Grounding language in action. <i>Psychonomic Bulletin & Review</i> , 9 (3), 558-565. (3) Markman, A.B. & Brendl, C.M. (2005). Constraining theories of embodied cognition. <i>Psychological Science</i> , 16 (1), 6-10.	<i>Ashley Readings</i> <i>Wainryb Paper DUE</i>
Fri, 11/14	No meeting	<i>Ashley Paper DUE</i>
Fri, 11/21	Dr. Marjukka Ollilainen, Sociology, WSU "Is there room for family in academia? Work/family policy and academic mothers in the U.S."	<i>Ollilainen Readings</i>

and Finland"
Readings: TBA

Mon, 12/1 No meeting

Ollilainen Paper DUE

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online "count" as much as policies outlined in the written syllabus.