PSYC 4823 READINGS AND RESEARCH  
Spring 2017

Instructor: Dr. Joe Dickson
Section # and CRN: CRN - 20131 - PSYC 4823 - Z01
Office Location: Don K. Clark Building, Room 251
Office Phone: 936-261-5218
Email Address: jwdickson@pvamu.edu
Office Hours: Tuesdays 1pm – 5pm; Wednesdays 10am – 3pm; Thursdays 1pm – 5pm
And by Appointment

Mode of Instruction: Online
Course Location: Online
Class Days & Times: Online
Catalog Description: The goal of this course is to survey major research studies that changed psychology. Psyc 4823 is a seminar designed to provide the student with the scientific orientation and practical skills necessary for critically analyzing research and utilize cultural specific paradigm for conceptualizing, synthesizing and evaluating research impacting ethnic relevant populations. Emphasis is placed on major areas of study in the field of psychology, such as Biology and Human Behavior; Consciousness; Learning and Conditioning; Intelligence, Cognition and Memory; Human Development; Motivation and Emotion; Personality; Psychopathology; Psychotherapy; and Social Psychology. This is a very intensive, interactive class that requires a great deal of input and work from students in order for the class to be successful.


***Other required weekly readings will be posted on Ecourses.

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/
University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

| Alignment of course objectives, program outcomes, and core curriculum outcomes: |
|---|---|---|
| At the end of this course, the student will | **Course objectives** | **Program Outcomes** | **Core Curriculum Outcomes** |
1. Understand logic and method of social inquiry  # 4  
Social and Behavioral Sciences

2. Apply some understanding of the scientific method and how it applies to psychological research  # 4  
Social and Behavioral Sciences

3. Develop critiquing skills in operationalization of research, traditional/non-traditional research designs, data collection strategies, statistical analysis and interpretation of data  # 4  
Social and Behavioral Sciences

4. Have some understanding in the role that culture plays in research  # 8  
Social and Behavioral Sciences

5. Apply critical analysis towards more culturally specific research in procedures of social inquiry, defining research problem, selecting and measuring variables, stating hypotheses, developing sampling designs, gathering data; methodological designs, experimentation, observation, content analysis, evaluation research, survey research, ethnographic research  #’s 4 and 8  
Social and Behavioral Sciences

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

**Discussion Board** - The discussion board is intended to engage you in the course content and hear other students' perspectives. For each week, I will post a question on Ecourses and then moderate a discussion. **Discussion board responses are due on Thursday by 5:00 p.m.** You are required to participate in the discussion on 9 out of the 15 weeks. A complete post consists of an initial response plus replies to any follow-up questions. All of the dates are the final ones for posting for a particular week, I urge you to make your post shortly after I present the question rather than waiting for the final day/hour.

In constructing your post, please do the following: (1) Use well-crafted sentences or paragraphs (2) Build constructively on other students’ posts (3) Contribute something new to the discussion (e.g. new information, an alternate perspective, new argument, or relevant connections to current events).
Posting Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Rating</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
<td>The comment is accurate, original, relevant, integrative of concepts, and well written. Such comments demonstrate critical thinking and stimulate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>additional thought on the issue under discussion.</td>
</tr>
<tr>
<td>4</td>
<td>Above</td>
<td>The comment lacks one of the above qualities, but is above average in quality. Such comments make a significant contribution to our</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>understanding of the issue being discussed.</td>
</tr>
<tr>
<td>3</td>
<td>Average</td>
<td>The comment lacks two of the required qualities. Comments that are based upon personal opinion or personal experience, without</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elaboration, often fall within this category.</td>
</tr>
<tr>
<td>2</td>
<td>Minimal</td>
<td>The comment lacks three of the required qualities. Comments that are based upon personal opinion or personal experience, without</td>
</tr>
<tr>
<td></td>
<td></td>
<td>elaboration, often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
<td>The comment presents little or no new information. However, such comments demonstrate interest and contribute to a collegial atmosphere. Comment is not well written.</td>
</tr>
</tbody>
</table>

Exams – written tests designed to measure knowledge of presented course material  
Article Critiques – written assignments designed to supplement and reinforce course material  
Projects – web development assignments designed to measure ability to apply presented course material

**Course Grade Requirement**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Exams</td>
<td>50%</td>
</tr>
<tr>
<td>2) Reaction Papers</td>
<td>20%</td>
</tr>
<tr>
<td>3) Article Critiques</td>
<td>20%</td>
</tr>
<tr>
<td>4) Discussion Boards</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = less than 60

**16 WEEK CALENDAR**

| WK1    | Ch. 1.Introduction, Class Overview  
Class Overview |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WK2</td>
<td></td>
</tr>
</tbody>
</table>
| WK3    | Biology/Human Behavior – Young, Jones  
Biology/Human Behavior – Spencer, Brumley. |
| WK4   | Perception/Consciousness – Joshua, Flanagan |
|       | Perception/Consciousness – D. Jones, C. Robinson, Fusilier |
| WK5   | Learning/Condition – Smith, Bryant, E. Johnson, Budd, L. Thomas |
| WK6   | Intelligence/Cognition/Memory – Muhammad, Keil, Cook, Rolling, Franklin |
| WK7   | Human Development – Reyes, Carrington, Mathis, Brown, B. Robinson, Raymond |
| WK8   | **Mid Term:** Emotion and Motivation – Henderson, Thomas, Miller, Clark |
|       | **Spring Break** |
| WK9   | Personality – Eddie, Wright, Anderson, Stokes, Cole, Canton |
| WK11  | Psychotherapy – Gadsen, J. Jones |
| WK12  | Psychotherapy – Baldwin, Moorer |
| WK13  | Social Psychology – Rankins, Damon, Gary |
| WK14  | Social Psychology – Adair, Mills |
| WK15  | Final 15 page proposal due |

**Student Support and Success**

**John B. Coleman Library**

The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

**Center for Academic Support**

The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

**COMPASS**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

4
Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook): Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook): You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook): Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplish by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.