Undergraduate Research  
PSYC 4913  
2018 Spring Syllabus  
PVAMU University  
Psychology Department

Instructor: Pamela P. Martin, PhD  
Section # and CRN: Sectin 02 and 26260

Office Location: Don Clark Building, Room 244  
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Email Address: ppmartin@pvamu.edu  
Office Hours:  
Mode of Instruction: Face to Face/Individualized Instruction

Course Location: Don Clark Building, Room Clark  
Class Days & Times: TBA  
Catalog Description: Psychology Research

Prerequisites: PSYC 1113  
Core-requisites:

Required Texts: All readings on eCourses  
Recommended Texts: All readings on eCourses

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Course objectives</th>
<th>Core Curriculum Objective</th>
<th>Core Curriculum Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce the importance of culture to psychological concepts and processes necessary for understanding diversity related research</td>
<td>Critical Thinking</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>To search the literature and critique different types of articles</td>
<td>Critical Thinking</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>To properly keep an accurate record of research performed</td>
<td>Communication and Empirical and Quantitative skills</td>
<td>Social and Behavioral Sciences</td>
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<tr>
<td>How to approach a research problem and develop a methodology</td>
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<td>How to clean data and employ different data management techniques</td>
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<td>To conduct statistical analyses to reflect skill level</td>
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<tr>
<td>To learn how to create scholarly deliverables</td>
<td>Communication and Empirical and Quantitative skills</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>To communicate in oral and written research contexts</td>
<td>Communication and Empirical and Quantitative skills</td>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

**Major Course Requirements**

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Research Meeting Attendance</td>
<td>40</td>
</tr>
<tr>
<td>Research Skill Development</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
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</table>

**Research Skill Development:** Undergraduate research scholars participate in a variety of research related activities. These include but are not limited to the following: Perform data entry and other clerical work as required for project completion; Conduct internet-based and library research; Edit and submit protocols and other required research documentation; Obtain informed consent of research subjects and/or their guardians; Prepare tables, graphs, fact sheets, and written reports summarizing research results; Prepare, manipulate, and manage extensive databases; Provide assistance in the design of survey instruments such as questionnaires; Track research participants, and perform any necessary follow-up tasks; Verify the accuracy and validity of data entered in databases; correct any errors; Design and create special programs for tasks such as statistical analysis and data entry and cleaning; Present research findings to groups of people; Provide assistance with the preparation of project-related reports, manuscripts, and presentations; and Administer standardized tests to research subjects, and/or interview them in order to collect research data. Scholars will be assessed regarding their abilities to critique, conduct, and engage in community practice and research. Please refer to Skill Set Development in eCourses.

**Taskstream:** Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At
least one of your assignments is **REQUIRED** to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Research Attendance**: University policy stipulates that students must attend all scheduled class sessions. Obviously, a detailed understanding of the readings, class discussions and in-class activities are essential for success in the course. Therefore, students are responsible for all material presented and any course schedule changes made in the event of absence or due to absence.

A student’s grade will be **reduced by 5% after the third absence** and will be reduced by 2% for every additional absence. If you know in advance that you will miss mentoring your mentee, contact Dr. Martin well in advance to make alternative arrangements. If you miss because of a last-minute documented illness or injury, contact Professor Martin the same day to make alternative arrangements.

**More on attendance**: Attendance at lecture may be taken at any time during class time and will be taken for each class. If you miss a lecture and your absence is excused, bring your documentation to Dr. [Insert Instructor’s Name] within one week after the absence. You will be given credit for that attendance. If you miss an assignment, the student **must** contact Dr. Martin within one week after the scheduled exam in order to have an opportunity to complete the assignment. Please be advised that this exception **is only** for a legitimate unforeseen conflict (i.e., meaning University approved absence) Written documentation will be required for all excused absences. This means emails, faxes, or oral excuses will not be recorded or allowed for credit. I will need paper documentation to keep for my files.

**What is an excused absence?** An excused absence requires an acceptable and well-documented excuse. Unacceptable excuses include other exams or papers due the same day, desire to leave town for recreational purposes, and so on. Pending adequate documentation, acceptable excuses include a team trip, out-of-town job interview, family emergency, and illness.

Examples of **excused** absences:

- Your aunt dies, and you have to go home to the funeral (copy of the funeral home program or obituary is sufficient documentation for this);
- You have pink eye, and the doctor tells you to stay away from people for 3 days (a note from the doctor's office to that effect is sufficient);
- You have to represent the University at a conference in another state (a note from your coach/advisor is sufficient);
- You have a religious ceremony you must attend (a note from your religious leader, delivered at least two weeks before the event, is sufficient);
- You have a serious car accident (copy of the police report is sufficient); and
- You have a court appearance date (copy of the official notice to appear is sufficient).

**Final Course Grade Determination**:

- A = 90% – 100%
- B = 80% – 89%
- C = 70% – 79%
D = 60% – 69%
F = < 60%

Instructor Policies
This course is designed to enhance an undergraduate curriculum in psychology by providing students with the opportunity to engage in supervised research activities in the laboratories of faculty. Research projects will vary by topic, and the research component of the course will teach undergraduate students a working knowledge of the scientific process, including, ethics, literature reviews, hypothesis development, experimental design, data collection, data cleaning techniques, qualitative and quantitative methods, and communication in oral and written research contexts.

Enrolled students will:
• Attend and actively participate in lab meetings and related activities.
• Review course readings and PowerPoint Presentations prior to each session.
• Learn about the research process, including its guiding principles, common procedures, ethics, written fundamentals, and basic phases.
• Identify a research question, engage in a literature review, and become familiar with both qualitative and quantitative methodologies.
• Complete all assignments and the required research deliverables that will help teach about the rigors of scholarly productivity.
• Develop a mentor-mentee relationship with a faculty advisor/mentor that agrees to guide research activities.

After completion of this course, the student will have learned
• to introduce the importance of culture to psychological concepts and processes necessary for understanding diversity related research how to conduct herself/himself responsibly and ethically in research
• to search the literature and critique different types of articles
• to properly keep an accurate record of research performed
• how to approach a research problem and develop a methodology
• how to clean data and employ different data management techniques
• to conduct statistical analyses to reflect skill level
• to learn how to create scholarly deliverables
• to communicate in oral and written research contexts

Examples of unexcused absences:
• You overslept;
• Your buddy’s car is blocking your car in the driveway;
• You had an advising appointment. We assume you know when your lab test is scheduled and will schedule around it; and
• You went to a Fraternity or Sorority event. This is not an excused absence unless the University separately verifies that it is an academic event.

These examples are not excused and will result in a score of zero.
1. **On Cell Phone Usage:** Please turn your cell phone off before class begins. If a student is texting, talking, etc., he/she will be asked to leave the class. If this occurs, the student will earn a zero for the class.

**On Reading:** With the exception of the first day of class, it is expected that the weekly assigned readings will be read by the student prior to class discussion and lecture. Retention and learning are facilitated by this sequence.

**On Writing:** For written assignments, you must submit a professional, academic paper. The usage of correct grammar, spelling and punctuation are expected. All written assignments are expected to be completed in APA style.

**On Plagiarism:** Plagiarism is passing off someone else’s work (either in the exact words or in paraphrase) as your own without giving credit to the original worker. Plagiarism is a serious violation of academic standards. The following all constitute plagiarism: using a document or part of a document written by another student, buying an essay or term paper from one of the services that sells such documents, using a document published on the Web, having someone else write an essay or term paper for you, or having someone so drastically edit your work so that it is no longer your work. Students must meet their responsibility as scholars by thoroughly documenting all sources consulted—regardless of whether they are quoted from directly, paraphrased, rephrased or otherwise “borrowed from.” It is always essential to use quotation marks around any words/phrases/sentences that are not yours and to cite the source of the quote or information. All written assignments will be scanned using plagiarism software. Committing plagiarism will result in no credit for the work. Any repeat of the plagiarism will result in an automatic “F” grade for the course.

**On Academic Sources:** Only the textbook, assigned readings, and empirical articles approved by Dr. Martin are acceptable academic sources in this class. More succinctly, the use of sources, other than the ones listed in the prior sentence, will result in an automatic zero on any written class assignment.

**On Quizzes:** Preparing for tests requires more than an "all-nighter" prior to exam time. You are expected to do more than memorize the material. A learner understands and is able to apply what is learned. This requires systematic and regular study habits. Plan to study daily. Good and exceptional students know that this is what it takes to be successful.

**On Class Communications/Notices:** All short text communications for my class will be sent out by e-mail. I will be sending out alerts or reminders regarding quiz days, class cancellations, extra credit assignment final deadlines, and anything else we need to communicate about the class.

**Attendance Policy/Make-up Assignments:** Your contributions to class discussions are critical both for accomplishing your own goals as well as contributing to the development of other students in the class.

The synergy and success of the course is greatly dependent on the involvement of each individual student. It is important that you prepare and develop ideas from the reading assignments as well as integrate the materials from each lecture into class activities and assignments. The expectation is that each student will come to class prepared to share their perspectives with the class. Assessments will be
based on attendance and actual products submitted for class assignments.

**Make-up assignments:** All work should be completed and submitted by the announced, due date.

For all other assignments, the grade will be reduced by 5% for work that is 1 to 3 days late and further reduced by 2% for every additional, 3-day period after that. If you know in advance that you will miss an assignment, contact the instructor well in advance to make alternative arrangements. If you miss an assignment because of a last-minute illness or injury, contact instructor on the same day to make alternative arrangements.

**Spring Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Research Project</th>
<th>Skills Set Development</th>
</tr>
</thead>
</table>
| 1    | 3.19 | **Review Syllabus**  
**Complete the Plagiarism Certificate (Due 9.8.15 by 11:59)**  
CITI Training for Undergraduate Students (due 9.14.15)  
*How to Recognize Plagiarism?*  
[https://www.indiana.edu/~istd/](https://www.indiana.edu/~istd/) | • Understand research ethics |
| 2    | 3.26 | **Welcome**  
*Introduction of Projects*  
Holy Hip Project  
Religious Socialization Project  
Emerging Adulthood Study  
*Homework:*  
1. How to Recognize Plagiarism?  
2. CITI Training for Undergraduate Students (due 3.30.18 by 11:59 p.m.) | |
| 3    | 4.2  | **Skill Development and Project Review**  
Cleaning Data: What is it?  
Annotated Bibliography: What is it?  
*Homework: Watch and Learn Videos* | • Ability to conceptualize problems  
• Ability to break down and understand complex content  
• Understand the importance that the process must |
| 4 | 4.9 | **Learning Marketable Research Skills: Employment and Graduate School**  

Types of Data and data management strategies  
Level of Measurement: What is it?  
Continue What is a Codebook?  
What is Qualitative Research?  
Submit Annotated Bibliography 1 on 4.13 by 11:59 p.m. |
|---|---|---|
| 5 | 4.16 | **Types of Data and data management strategies**  
Level of Measurement: What is it?  
Continue What is a Codebook?  
What is Qualitative Research?  
Submit Annotated Bibliography 2 on 4.20 by 11:59 p.m.  
Codebook draft Due |

- Be accurate and systematic  
- Become familiar regarding the integrity of data cleaning techniques  
- Learn how to enter data in SPSS  
- Become familiar with data cleaning strategies  
- Ability to conceptualize problems  
- Ability to break down and understand complex content  
- Understand the importance that the process must be accurate and systematic  
- Become familiar regarding the integrity of data cleaning techniques  
- Learn how to enter data in SPSS  
- Become familiar with data cleaning strategies  
- Ability to brainstorm (and question) ideas in a group  
- Develop item on a scale  
- Learn scale construction  
- Ability to conceptualize problems  
- Ability to break down and
|   | 4.23 | **Descriptive Statistics**  
**SPSS**  
**What is Qualitative Research?**  
Submit Annotated Bibliography 3 on 4.20 by 11:59 p.m.  
Codebook draft Due | **Ability to**  
brainstorm (and question) ideas in a group  
**Ability to**  
conceptualize problems  
**Ability to**  
break down and understand complex content  
**Code data**  
**Enter data**  
Practice descriptive statistics using SPSS  
**Ability to**  
set priorities: choosing the main ideas  
Provide supporting evidence which integrates information from disparate sources  
Ability to organize the main ideas into a coherent presentation |
| 7 | 4.30 | **Descriptive Statistics**  
**SPSS**  
**What is Qualitative Research?**  
Submit Annotated Bibliography 3 on 4.20 by 11:59 p.m.  
Codebook draft Due | • Ability to brainstorm (and question) ideas in a group  
• Ability to conceptualize problems  
• Ability to break down and understand complex content  
• Code data  
• Enter data  
Practice descriptive statistics using SPSS  
• Ability to set priorities: choosing the main ideas  
• Provide supporting evidence which integrates information from disparate sources  
• Ability to organize the main ideas into a coherent presentation |
| 8 | 5.7 | **Finals – Submit deliverable(s)** |

**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. [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/)  
Phone: 936-261-1500
The Learning Curve (Center for Academic Support)
The Learning Curve 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 Learning Curve 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 Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (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 Rm. 306. Phone: 936-261-1040

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. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations,
ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

**Veteran Affairs**
Veterans Services works with student veterans, current military and military dependent students to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

**Office for Student Engagement**
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

**Career Services**
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

**University Rules and Procedures**

**Disability Statement (Also See Student Handbook):**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

**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.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

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.

**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 in the Web browser preferences

**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 accomplished 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/they should be copied and pasted to the discussion board.