

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Arts & Sciences</u>	Department (Full name):	<u>Psychology</u>
Major Name (full name please):	<u>Psychology</u>	Degree Title:	<u>BA/BS</u>
Formal Option(s), if any:	<u>NA</u>	Specialty Field w/in Formal Options, if any:	<u>NA</u>
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Bob Lorch</u>	Phone:	<u>7-6826</u> Email: <u>rlorch@email.uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>PSY 495, 496, 499, 500, 534, 535, 561, 562, 563, 564, 565, 566,</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will be able to present and discuss the concepts, methods and results of psychological research.</u> <u>They will be able to present both in oral or visual form and written form following scientific format.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>The Graduation Composition & Communication Requirement is addressed in the lecture/lab courses in Psychology (i.e., 427, 430, 440, 450, 456, 460, 552). Each lecture lab course has 1 or more writing assignments and 1 or more oral and/visual assignments designed to help students become more competent with common ways to communicate and understand research in psychology.</u>

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<ul style="list-style-type: none"> • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p>
<ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
<p><u>All majors are required to take 1 of the 7 advanced methods courses (i.e., "lecture/lab" courses). These courses emphasize research methods and thus consist of reading primary source materials, doing research, and presenting research. Thus, they are well-suited for addressing the GCCR. The prerequisites assure that these courses are not taken before sophomore status; invariably, the courses are not taken before junior or senior year.</u></p>
<ul style="list-style-type: none"> • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
<p><u>With 7 different courses, each with multiple instructors, no single listing of assignments will be appropriate to every course. Please see the individual syllabi for this information. Generally: (1) Each course will require at least 4500 words of writing, either in a single assignment or multiple assignments; (2) each course will have at least 1 oral and/or visual presentation requirement; and (3) each course will require students to identify, find, read and incorporate primary source readings into 1 or more assignments. All assignments will involve research consumption and/or presentation, as is appropriate to the discipline.</u></p>
<ul style="list-style-type: none"> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
<p><u>Again, the DFR plan must be allowed to vary across courses and instructors. Please see individual syllabi for this information.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:
<p><u>The model to be used in Psychology is probably unique. Psychology graduates more majors than any other unit in the University and its teaching resources are stretched to the limit. If the GCCR is to be satisfied within the major, we must incorporate it into existing courses. We simply do not have the resources to create a new required course that would need to be taken by 250 - 300 students a year.</u></p>
<p>D. Assessment:</p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially):
<p><u>We will do assessments of the GCCR biennially beginning Spring, 2016.</u></p>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<p><u>Assessment Committee</u></p>
<ul style="list-style-type: none"> • if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
<p><u>NA</u></p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	PSY 427 430 440 450 456 460 552 Psychology BA/BS
Contact Person Name:	Bob Lorch
Phone:	7-6826
Email:	rlorch@email.uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/27/14	Bob Lorch / 7-6826 / rlorch@email.uky.edu
Providing Program <i>(if different from Home Program)</i>	NA	/ /
Cross-listing Program <i>(if applicable)</i>	NA	/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/16/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

Addendum to GCCR Proposal from Psychology

C.2 Basic Course Information for the GCCR in the Department of Psychology

Students may satisfy the GCCR by taking any one of seven courses in Psychology. All majors are required to take one of the courses (and any student may take more than one). Each course will be designed to completely satisfy the GCCR.

- The courses are:
 - PSY 427: Cognitive Processes
 - PSY 430: Research in Personality
 - PSY 440: Research in Social Psychology
 - PSY 450: Learning
 - PSY 456: Behavioral Neuroscience
 - PSY 460: Processes of Psychological Development
 - PSY 552: Evolutionary Psychology (formerly: Animal Behavior) *

- All 7 courses are existing courses
- All majors must take 1 of the 7 courses
- None of the courses is shared or cross-listed
- All courses are offered at least once a year; most are offered in each semester. Each course is capped at 25 but, if enrollment demands it, we have allowed the caps to go as high as 30. Typical total enrollment in the Fall is approximately 175-200; typical total enrollment in the Spring is approximately 125.

*Note that we are in the process of renumbering PSY 552 to PSY 452. The course has not accepted graduate students for many years and is now restricted to undergraduate majors in Psychology

Assessment Procedures for Graduation Composition and Communication Requirement

Instructors of all lecture/lab classes (427, 430, 440, 450, 456, 460, 552) will evaluate a GCCR writing assignment and a GCCR oral or visual requirement against each appropriate learning outcome listed in the form titled “**Assessment of GCCR Assignments in the Undergraduate Program.**” The results of the assessment will be tabulated by the departmental curriculum committee biennially (in Spring of even years). The curricular committee will summarize the findings for the year and make any appropriate recommendations to the Chair.

Assessment of GCCR Assignments in the Undergraduate Program

Semester & Year: _____

The evaluated assignment is a (circle all appropriate): Writing assignment or Oral presentation or Visual presentation

The evaluated assignment is based on: Individual work or Group work

Nature of course assignment being evaluated: _____ Review or theoretical paper

_____ Data-based research report

_____ Other (please describe):

Learning Outcome	Check if NOT applicable	Exceeds Expectations	Meets Expectations	Needs to Improve
The question/issue of interest is clearly expressed				
The exposition is well-organized and clear				
Theoretical claims are supported with appropriate empirical evidence				
In a report of research, the methods are clear and complete				
In a report of research, the reporting of results is clear and complete				
In a report of research, tables and graphs are executed appropriately				
In a report of research, the discussion considers the theoretical and/or applied implications of the findings in the context of the original question/issue				
References are appropriate and meet instructor expectations of completeness				
In oral presentations, the student speaks with a clear voice and attempts to engage the audience				
In a visual presentation, the student makes effective use of visual displays				
Revised work is responsive to feedback				

Any comments:

(Upon completing these forms, please give them to Sung Hee.)

**Psychology 427
Cognitive Processes
Fall 2013**

Class Time: 9:30 – 10:45, T-Th
Location: Whitehall Classroom Bldg, 205

Lab Time: 12 - 1:50, M
108 Lafferty
Lab TA: Michael Lee

Professor: Lawrence R. Gottlob
Office: 207N Kastle Hall
Phone: 257-2280
Email: gottlob@uky.edu
Office Hours: T 2-4 or even better, by appointment.
Department Phone: 257-9640

Course Description

The course is a general introduction to cognitive psychology through lecture and lab. Emphasis is placed on theory and research in information processing memory decision-making language and the means by which cognitive psychology is applied to our lives. The lab is designed to provide an opportunity for individualized experience with research equipment and methodology in cognitive psychology. Prerequisites are a declared major in Psychology, and PSY 215, 261, and 311.

Student Learning Objectives

There are a lot of “facts” to learn in this course, but facts take second place to theories in cognitive psychology. A major learning goal, therefore, is to gain an appreciation for the pragmatic nature and evolution of theories, to understand that competing theories can sometimes have equal value, and that no theory is a perfect reflection of “reality”.

In addition, because cognitive psychology is a kind of experimental psychology, we will learn the various ways that theories may be tested with data. In the lab, we will learn the logic of experimental design and data analysis. Finally, we will integrate the empirical results from our experiments with the theories we are learning in lecture.

Course Materials

Textbook: Goldstein, E. Bruce. (2011). **Cognitive Psychology** (3rd edition.) Belmont, CA: Thomson Wadsworth. Includes a CogLab workbook and free access to CogLab Online. **I encourage you to buy/rent the ebook if that’s your preference, but you will need the CogLab CD.**

For most weeks, there will be readings from the textbook and workbook. There will also be a few supplemental readings; these will be made available at least 1 week before the date they will be needed. It is expected that students will read the required material before the class in which the material is discussed.

For many of the reading assignments, we will spend some time in class to preview important terms and concepts. There will be about 600 pages of reading in this course, which works out to 40 or so pages per week. I encourage you to bring your (e)book to class.

Course Assignments, Grading, and Policies

The lecture section will be worth 350 points (70%), and the lab 150 points (30%). The lab must be passed (>60%) in order to pass the course. There will be 500 points possible in the course, and final grades will be based on the 70-80-90 scale. Test scores may be adjusted (curved up). Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

There will be three exams, including a cumulative final. Each exam will count for 100 points. Exams will include material from readings and lectures. Questions will be multiple choice or short answer. Make-ups for missed exams will only be offered in the case of a university-approved excuse, properly documented (see fine print below).

In addition, there will be 9-10 brief in-class writing assignments that will total to 50 points. Each assignment will be pre-announced in class and on the website (i.e., there will be no pop quizzes), and will consist primarily of short-answer questions related to the readings. The assignments will be (leniently) graded on a 5-point scale (0-4) and will be summed and scaled to 50 points at the end of the semester. You will get to drop your two lowest scores. If a student misses class the day of an assignment, he/she will be allowed to make it up only in the case of a university-approved excuse.

Written attendance will be taken at the **beginning** of class. After 4 unexcused absences, each unexcused absence will result in a 5-point deduction from the final grade (out of the 500). Those who miss fewer than 3 classes will receive a 5-point bonus.

The laboratory is an integral part of the course; as stated above, it will not be possible to pass the course if the lab is failed. The laboratory assignments will consist mostly of experimental verifications of principles covered in the readings. You will participate in computer experiments using CogLab and take quizzes covering the procedure, results, and related topics of these CogLab experiments. Throughout the semester, you will also be working on a project relating to one of the principles and an experiment exploring the application of it. Lab time may be allotted to working on your projects with the guidance of the lab instructor. Lab attendance is mandatory; it will not be possible to pass the lab with more than 2 unexcused absences. Furthermore, it will not be possible to miss more than 2 of the CogLab experiments. More details on the lab will be provided by the lab TA at the first meeting.

This class will use a Facebook group to facilitate communication among you and your classmates and to distribute files (a.i. the syllabus, articles, etc.). The group is called "UK: PSY 427-001 Fall 2013". If you can't find it by searching for the group name, then email the TA. The group privacy setting is Private, so posts to the group will not be seen by anyone outside of the group. This will, however require you to be accepted into the group by one of the instructors. While Facebook allows for private messages, please send private questions to the instructors via email. Any other general/public questions can be posted in the group where classmates are encouraged to provide feedback, with eventual validation or clarification from an instructor.

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Psychology majors may satisfy the GCCR by taking a lecture/lab course in Psychology and earning an average grade of C or better on the GCCR assignments in the class. The courses that may be used to meet the GCCR are: PSY 427, PSY 430, PSY 440, PSY 450, PSY 456, PSY 460, or PSY 552. This course provides full GCCR credit for the Psychology major.

The GCCR requirements include:

1. a writing component;
2. either a formal oral assignment or a visual assignment or both;
3. an assignment demonstrating information literacy in the discipline;
4. a draft/feedback/revision process on GCCR assignments

The writing requirement will be met by the lab reports that you submit in your lab section. Each lab report will consist of a 6-8 page APA-style written review of two empirical and one review article on the topic of interest. These products will total at least 4500 words long (approximately 15 pages); these projects will entail rough drafts that will be handed in two weeks before the due date and reviewed by the lab TA, with feedback provided, and handed back to you one week before the due date. These two reports, comprising 30 points or 20% of your lab grade (labeled "Lab Report" in the schedule) will be due throughout the semester as indicated in the schedule.

The visual component will be met by a final PowerPoint presentation to be made also in lab, on some aspect of Cognitive Psychology (presentation dates are noted in the lab syllabus). This assignment will account for 30 points or 20% of your lab grade. For this PowerPoint presentation, a rough draft will be submitted to the TA two weeks before, so that feedback may be provided. The presentation should discuss at minimum two published empirical studies related to your various projects.

To satisfy the GCCR, you must earn at least a 'C' on the research project assignments (the lab reports and presentation). If you fail to get at least a C in the GCCR component, you will have to retake the course or another course that satisfies the GCCR (even if you otherwise pass this course). The course grade and the GCCR grade are separate.

Tentative Schedule

The schedule below is subject to slight modification; I will notify the class of all changes in assignments. An up-to-date list of extra readings will always be available online. The timing of the exams will not be changed.

Class Dates	Topic	Readings
	LOWER-LEVEL PROCESSES	
Aug 29	Introduction to Cognitive Psychology	
Sep 3, 5		Chap 1, Chap 2
Sep 10, 12	Cognitive Neuroscience	Chap 3 (read by Sep 12) First draft of lab report #1
Sep 17, 19	Perception & Action	Feedback on lab report #1
Sep 24, 26	Attention	Chap 4 Final draft of lab report #1 due
	MEMORY	
Oct 1, 3	STM	Chap 5 (Exam 1 – Oct 3)
Oct 8, 10	LTM	Chap 6 First draft of lab report #2 due
Oct 15, 17	LTM	Chap 7 Feedback on lab report #2
Oct 22, 24	Everyday Memory	Chap 8 Final draft of lab report #2 due
	KNOWLEDGE	
Oct 29, 31	Knowledge	Chap 9
Nov 5, 7	Visual Imagery	Chap 10 (Exam 2 – Nov 7)
	COGNITIVE SCIENCE	
Nov 12, 14	Language	Chap 11
Nov 19, 21	Reasoning & Decision Making	Rough draft of final presentation.
Nov 26	Thanksgiving	Feedback on draft
Dec 3, 5	Human Factors, Robotics	Articles; Final Presentations (Lab)
Dec 10, 12	Consciousness	Final Presentations (Lab)

Fine Print

Policies with regard to attendance, plagiarism, and any other matter of student conduct will refer to the standards expressed in the statement of Student Rights and Responsibilities (www.uky.edu/StudentAffairs/Code/). A statement on plagiarism may be found here: <http://www.uky.edu/Ombud/Plagiarism.pdf>.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Plagiarism (S.R 6.3.1) or cheating (S.R. 6.3.2) will be cause for receiving a 0 on the assignment/test, and may result in receiving a 0 for the class.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257- 2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**PSY 430 001: Research in Personality
Spring 20XX**

Class: Tues./Thurs. 11 to 12:15 in XX location
Lab: M 12 to 1:50 p.m. in XX (computer classroom needed)

Instructor

Dr. Mary Beth McGavran
Office: 112 Kastle Hall
Phone: 257-3779
E-mail address: mdienner@email.uky.edu
Office Hours: Tues. after class and by appt. or stop in when my door is open

Teaching Assistant

NAME
Office:
Email:
Office hours: by appt.

Student Learning Objectives:

After completing this course, the student will be able to:

1. Understand and analyze journal articles in the area of personality psychology.
2. Apply scientific research methods to questions in personality.
3. Collect data, analyze data, and write-up results of a basic study in the area of personality psychology.

Course Objectives: This course is concerned with contemporary research and methods in personality psychology. This course is designed with several goals.

- a). Educate students about the ongoing research process in the area of personality, including current questions, topics, and methods.
- b) Teach students specifically how to design, conduct, and write up studies in psychology, with a focus on personality psychology. The lab component of this course contributes directly to the second goal, and the lecture/class time is designed to contribute to both goals. The prerequisites for this course are PSY 215, PSY 216, and PSY 313. As you will need the knowledge gained from those courses, these prerequisites are mandatory.
- c) Increase student's ability to think critically about this field and our knowledge in this area.

Readings

We will read journal articles throughout the course. You may access these articles for free online through the UK library website or directly from the library. You will find it helpful to take notes on these readings. These readings are required.

This course will require you to write a paper in APA style. Your TA will give a lecture and provide a handout for you on APA style. You can also find links for help with APA style on the web. You may find it helpful to purchase a copy of the APA publication manual, but this manual is optional.

Email: You must have a working email address for this course. Data files will be emailed back and forth between the lab instructor and students. Announcements for the course will also be issued through email. Please be sure that your email is working and has enough space for data files.

Blackboard: Please access course announcements, slides, and grades through Blackboard.

Course Requirements:

1. Class/lecture. Class time will consist of lecture, small group discussion, analysis of research articles, analysis of and work on Wikipedia entries, and other activities. Although I do not take attendance, it is to your benefit to attend class regularly in order to gain mastery of the material. In addition, some assignments for points will be completed during class time. Class participation is also a part of your grade for this course. You are responsible for talking to a classmate to get notes if you miss class and for accessing slides and material on Blackboard. Because much of the material is not directly discussed in the readings, it is unlikely that you will be able to do well without attending class consistently.
2. Lab. The lab consists of a major research assignment in which students will create study a research question, conduct and write-up a literature search related to the topic in question, collect data, perform data analyses, and write up results in APA style. Students will turn in a written presentation of this work and will present their findings orally to the class using PowerPoint or another media tool. You will receive feedback about each written piece and will revise your paper based on the feedback. More information about each of this assignment and its component pieces will be provided during lab time. Due dates for lab assignments are listed on the Schedule of Laboratory Topics and Assignments sheet below.

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To satisfy the GCCR, you must earn at least a 'C' on the research project assignment in the lab. If you fail to get at least a C, you will have to retake the course or another course that satisfies the GCCR (even if you otherwise pass this course).

The GCCR requirements include:

- a. a writing component;
- b. either a formal oral assignment or a visual assignment or both;
- c. an assignment demonstrating information literacy in the discipline;
- d. a draft/feedback/revision process on GCCR assignments

4. Written Paper. The CGGR writing requirement will be met by the paper that you submit on your research project. We will work on this project in pieces (introduction and literature search, methods, results, and discussion). You will receive feedback on each section and will make revisions for your final draft. This paper should be at least 4500 words long (approximately 15 pages). Your final paper will include revisions based on the feedback you received. Both the paper and the

presentation should discuss at least three published original source papers related to the topic of your project. Most thorough literature review and discussion sections will reference more than 3 sources but 3 is the minimum.

5. Oral Presentation. The GCCR oral component will be met by the final PowerPoint presentation that you make in class on the research. These presentations will be completed in groups during our final exam time. You will submit an outline of your presentation and receive feedback on it prior to the actual presentation. See course calendar for more information.

Grading:

1. Exams. There will be two exams worth a total of 130 points. Each exam will consist of a combination of short answer, essay, and multiple choice questions based on the lecture, readings, and in-class activities. We will create a study guide and review during class time. The exams are not cumulative. Each exam will be graded on a scale where A = 90% and above, B = 80 - 89.9%, C = 70 - 79.9%, D = 60-69.9%, and E = below 60%. I occasionally curve exam grades; my curve would help not hurt students. Please note that in order to meet the GCCR requirement, you MUST receive a C or higher grade on the final paper.
2. Participation. You are expected to actively participate during class and lab. Participation includes engaging with the material, asking questions, and contributing to the conversation and discussion. See the participation rubric for more information. 30 points.
3. In-class assignments. During classes throughout the semester I will assign short, in-class or take-home assignments based on material presented and discussed during the class and/or the readings. These assignments will either be completed during class time or turned in at the beginning of the next class. Some of these assignments will form a foundation for the Wikipedia critiques that we will do. You may not know in advance on which days there will be an assignment. Therefore, it is important that you attend class on a regular basis and that you complete the assigned readings prior to the start of class. **For the in-class assignments, you will be allowed to use your notes on the readings but not the actual articles themselves.** At other times the assignments will involve outside research/readings, work on Wikipedia, or other activities that will be described during class. These assignments can only be made-up if you have an excused, documented absence for that class period; the make-up assignment will need to be discussed with me.

Each assignment can earn up to 10 points, and for your final grade, only your top 5 scores will be counted, for a total of 50 possible points. The two lowest scores will be automatically discarded. The assignments are designed to fulfill a number of purposes:

- help you immediately process the lecture material, clarifying what you do and do not understand;
- help you organize your thoughts in a coherent manner;
- make you a more active learner. Encourage you to actively use the information rather than merely passively writing it down;
- help you think more critically;

- become a better writer and thus a better thinker. Writing is a skill that one must practice, just like any other skill;
 - help you learn how to review critically published journal articles.
4. Lab work. The laboratory component/writing component of the class will account for a possible 200 points toward your final grade. The schedule of lab assignments is listed below. Some of the project designs and data collection will be conducted in groups. Because of this, please plan on attending lab each week. **It is crucial that you attend lab each week in order to keep up with the research projects and written assignment.** In order to encourage balanced and active contributions by all group members, each member of a group projects must explain the responsibilities and work completed by each member of the group. This information will be considered when grades are assigned. **Please note that all parts of your written research report must be completed individually rather than in a group. Failure to write your paper individually may result in plagiarism.**

This project will help students learn analytical skills, research skills, and writing skills in a relevant context. You are not required to actually edit the article on Wikipedia, but some information about editing on Wikipedia will be provided, and some students may choose to complete edits on Wikipedia.

5. Relative Value and Final Grades: Relative value % of assignments for grades are as follows: Exams: 26%, participation: 7%, in-class work: 10%, lab: 40%, written lab drafts and final paper: 37%, oral presentation outline and final presentation: 16%.
6. Final grades. All points will be summed to arrive at one grade for the course. Final grades for the course will use the same grading scale as the exams: A = 90% and above, B = 80 - 89.9%, C = 70 - 79.9%, D = 60-69.9%, and E = below 60%.
7. Mid-term grades: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Policy on Attendance and Absences

Students are expected to attend class and lab. Although attendance does not figure directly into your grade, participation and in-class work do, and those activities will suffer if you are not in class. In addition, it is unlikely that you will be able to learn the material without regular attendance, and failure to attend lab will cause you to fall behind. If you do miss class or lab, it will be your responsibility to obtain notes on the material that you missed from other students. **The instructor and T.A. are not obligated to cover material for a student who misses class. You should be aware that some of the lab meetings involve training in computer use and statistical analyses, data collection, and data coding that you will not be able to get on your own and that the T.A. will not duplicate for you. Some group work will also happen during lab time.** Therefore, your grade is very likely to suffer if you miss class and lab.

With respect to exams, there are two types of absences: excused and unexcused. An

excused absence, as defined by the University Bulletin, is an absence due to one of five reasons: (1) illness of student or close family member; (2) death of family member; (3) attendance on a sponsored University trip; (4) major religious holiday; and (5) extreme personal emergency which the instructor finds reasonable cause for non-attendance. **In order for your absence to be considered excused for an exam, you must notify me before the exam starts that you will be missing the exam.** You may leave me a message on my office voicemail, put a note in my mailbox in room 111A of Kastle Hall, or put a note under my door. I will require written documentation to verify the reason for your absence. Students with an excused absence will take a make-up exam within one week of their return to class. Alternatively, it may be possible in some cases to have the other exams weighted more heavily toward the final grade. Students with unexcused absences for an exam, which includes absences for which appropriate documentation is not provided, will receive a zero for that exam.

Policy on Late Assignments

Due dates for lab assignments are listed below in the “Schedule of Laboratory Topics and Assignments.” Most assignments for a given week are due at the beginning of the lab section, but be aware that some assignments are due BEFORE the lab meeting (for example, Friday at noon before the next lab meeting) to allow the T.A. time to compile the data. You will receive zero points if you do not email the data by the time specified on the syllabus and reviewed in lab. Late written assignments will be assigned a 10% penalty for each 24 hour period that the papers are late. Late papers will no longer be accepted after one week.

Academic Honesty and Integrity.

I expect all students to exercise academic honesty in their written work and on exams. Cheating on any exam (e.g. the use of cheat sheets, copying, talking, looking at other students' exams, etc.) will not be tolerated. In addition, students must acknowledge all sources and references that are used in written work. Any time students submit work purported to be their own but which in any way borrows ideas, organization, wording, or anything else from a source, including another classmate, without appropriate acknowledgment, the students are guilty of plagiarism. These rules apply to all written assignments, including the Wikipedia assignments. **Students are expected to work individually on the written portion of the lab assignments, even for those projects where some group work occurred.** Cheating or plagiarism will result in a lower or failing grade.

Ethics in class projects and assignments

We will discuss ethical issues during class, and guidelines about the ethical practice of the science of psychology will be provided. The purpose of the lab projects is to help you better understand the research process in psychology. Although the project is not subject to review by the University research ethics board (the Institutional Review Board, or IRB), I do expect all of us in the class to respect the rights of participants in our projects. The TA and I will provide education about the protection of human subjects and ethical guidance for the projects. You are expected to uphold these guidelines. I also expect you to adhere to ethical guidelines while editing in Wikipedia.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in

this course, you must provide me with a Letter of Accommodation from the Disability Resource Center on campus.

Electronic Devices:

Please turn off phones and pagers at the start of class time. Phones and pagers cannot be visible during exams.

Schedule of Lecture Topics, Reading Assignments, and Exams

1. Introduction/What is personality?

Readings: McAdams, D.P. (1995) What do we know when we know a person? *Journal of Personality*, 63, 365-396.

2. Research Methods

- Clinical/case research
- Experimental research
- Correlational research
- Quasi-experimental research

Reading: Loza, W. & Hanna, S. (2006). Is schizoid personality a forerunner of homicidal or suicidal behavior? A case study. *International Journal of Offender Therapy and Comparative Criminology*, 50, 338-343.

3. Measurement

- Modes of measurement
- Reliability and validity

Exam #1 – Tuesday Feb. 19th

4. Trait approaches

- Factor analysis
- Big Five/Five-Factor Model

Reading: Gosling, S.D., John, O.P., Craik, K.H., & Robins, R.W. (1998). Do people know how they behave? Self-reported act frequencies compared with on-line codings by observers. *Journal of Personality and Social Psychology*, 74, 1337-1349.

5. Genetic effects/heritability of personality

Reading: Borkenau, P., Reimann, R., Angleitner, A., & Spinath, F.M. (2001). Genetic and environmental influences on observed personality: Evidence from the German observational study of adult twins. *Journal of Personality and Social Psychology*, 80, 655-668.

6. Development & stability of personality

Reading: Dweck, C. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17, 391-394.

7. Final topics TBD from choices below:

Roots of Aggression/Moral Character

Reading: Staub, E. (1999). The roots of evil: Social conditions, culture, personality, and basic human needs. *Personality and Social Psychology Review*, 3, 179 – 192.

or

Aggression

Reading: part of article Anderson, C.A. & Bushman, B. J. (2002). Human Aggression. *Annual Review of Psychology*, 53, 27 – 51.

Reading: McCauley, C. (2000). Some things psychologists think they know about aggression. Available online at www.hfg.org

Motives

Reading: Borges, N.J., Manuel, R.S., Elam, C.L. & Jones, B.J. (2010). Differences in motives between Millennial and Generation X medical students. *Medical Education*, 44 (6), 570-576.

Personality and Well-being/Stress and Illness

Reading: DeNeve, K. M. (1999). Happy as an Extraverted Clam? The Role of Personality for Subjective Well-Being. *Current Directions in Psychological Science*, 8, 141-144.

Personality Disorders

Reading: Goldman, A. (2006). High toxicity leadership: Borderline Personality Disorder and the dysfunctional organization. *Journal of Managerial Psychology*, 21, 733-746.

Relationships and Personality

Culture and Personality

Reading: Suh, E. (2002). Culture, identity consistency, and subjective well-being. *Journal of Personality and Social Psychology*, 83, 1378-1391.

Exam #2 – Tuesday April 16th

8. Help with final written work during class meetings after 2nd exam – class time devoted to help with revised written papers and oral presentations.

Schedule of Lab Assignments & Due Dates

01/28: Intro to lab

Review APA style

Review plagiarism

Literature searching and using PsychINFO (GCCR information literature search)

Assignment: Find at least three journal articles about extraversion. One article needs to be about the construct of extraversion and one article needs to be related to an outcome.

Submit references in APA style to Lisa by the start of class on 02/04

02/04: Learn how to enter data into SPSS

Introduce construct: Extraversion

GCCR: literature search results due.

Friday 2/08: Email SPSS file with Extraversion questionnaire data (time 1) to Lisa by NOON today

02/11: **1st draft of literature review due.**

Research ethics

Continue with SPSS

Friday 2/15: Email SPSS file with Extraversion data (time 2) to Lisa by NOON

02/18: Examine data (recoding, computer scales, descriptives, reliability, correlations)

Do observer ratings of in-class interview

02/25: Examine results of observer ratings.

Discuss how to write-up method and results. Work on write-up.

Problem-solve any lingering issues.

03/04: Work on data analysis and write-up.

You could even complete your write up if you use your time well during this lab. Use lab time effectively and you will have it completed before spring break!

03/11: Spring Break

03/18: 1st draft of methods due.

Scale construction: sensation seeking

Generate items for sensation seeking scale.

Friday 3/22: email sensation seeking pilot data to Lisa by NOON (10 pts.)

03/25: Examine results of scale construction.

04/01: **1st draft of results and discussion due.**

04/08: Work on paper. Problem solve with lab instructor. **Outline of oral presentation due.**

04/15: **Final paper with revisions due**

04/22: No lab meeting during dead week; **meetings to discuss plans for oral presentation**

04/30: **Oral presentations will occur during final exam time. There is no final exam.**

	<u>Points Possible</u>
Exam 1	75
Exam 2	75
In-class assignments	70
Participation in class activities and discussion	30
Lab/Written assignments	
1. journal articles in APA style	5
2. email time 1 rating scale	5
3. email time 2 results on time	5
4. conduct observer rating during lab	5
5. introduction/lit review 1 st draft	30
6. method 1 st draft	30
7. results and discussion 1 st draft	30
Final paper with revisions	90
Outline of oral presentation	15
Oral presentation of research project	35

Syllabus is subject to change. Any meaningful changes during the semester will be announced in class and posted on Blackboard.

PSY 440

Research in Social Psychology

Instructor:	Dr. Will Gervais	Teaching Assistant:	Stephanie Richman
Office:	104 Kastle	Office:	0004 Kastle
Email:	will.gervais@uky.edu	Email:	steph.richman@gmail.com
Office hours:	Tuesday 4-5, or by appointment	Office hours:	by appointment
Office Phone:	859-257-6842		

Lecture: TR 2-3:15, Whitehall 237

Lab: W 2-3:50, CP 345

Course goals:

We've arranged a global civilization in which most crucial elements profoundly depend on science and technology. We have also arranged things so that almost no one understands science and technology.

--Carl Sagan

The purpose of this course is to acquaint you with the methodological toolkit of psychological research. In a narrow sense, this will help you better understand and apply scientific principles when thinking about social psychological research. For example, many students take this course to learn about research methods in the hope of creating their own research in the future (e.g., graduate school). More broadly, however, this course is very important because it will give you a solid foundation to help you think critically about the world. How do we come to know what we know about the human mind? Which claims should we trust? Which should we treat more skeptically? How can we become more informed as consumers of social psychological research, and scientific information in general? In name, this is a course about research methods in social psychology psychology. It is my hope that the course can also serve the broader goal of helping you all develop and strengthen the critical thinking skills that you will be able to apply to many areas of your life.

We will discuss what a social psychologist does and why: how social psychologists decide on a research plan, how to choose a method, how to evaluate information and data, and then how to draw conclusions regarding why folks behave the way they do. Whether we realize it or not, we encounter and apply principles relevant to psychological research every day. The topics covered in this course will provide you with a toolkit that will aid in thinking critically about these principles and research results. Finally, this course will also

give you all the chance for firsthand engagement with the research process, as you will all design, implement, and communicate the results of your own novel research.

Course Description:

An advanced course in research methods in social psychology. Emphasis will be placed on learning and applying experimental and nonexperimental methods to social psychological issues. In the laboratory component, students will design, conduct, and write up their own social psychological study. Lecture/ discussion, three hours per week; laboratory, two hours per week.

Prerequisites:

Declared major in Psychology, PSY 215, 216, and 314

Student Learning Objectives:

After completing this course, the student will be able to:

1. Locate and describe primary research articles
2. Critically evaluate popular accounts of scientific research
3. Describe, apply, and integrate the principles of the scientific method
4. Design and execute social psychological research
5. Effectively communicate the results of social psychological research

Required Materials:

There is no assigned textbook for this course. There will be occasional required readings posted on Blackboard.

Description of Course Activities and Assignments

This course contains both a lecture component and a lab component. During the lecture, you will learn about various aspects of social psychological research (e.g., how to manipulate variables, how to measure variables, how to design questionnaires). Along the way, I'll try to give you both a broad overview of the concepts of research methods, as well as a cutting-edge view of methods and debates occurring today.

The lab component of the course will encompass a number of separate activities. However, all of these activities are broadly directed towards a single, overriding lab project in which you will design, run, and summarize the results of your own social psychological experiments.

In an effort to make the assessments in this class more reflective of the kinds of tasks that social psychological researchers actually need to do to be successful, this course will NOT

follow a typical exam format. Researchers rarely, if ever, take exams. They are judged primarily on the strength of their ideas, and their effectiveness at communicating those ideas. As a result, the majority of the assignments in this course are communicative in nature. That is, they rely on writing and on other forms of presentation. There will not be a midterm exam. There will not be a final exam. To gauge understanding of lecture material, there will be a number of topically-focused (read: not cumulative) quizzes. In addition, there will be two Critical Evaluation papers, two Lab Assignments, and a final paper. In sum, you can expect to complete roughly 15-20 pages of written work, with the opportunity to gain feedback along the way. This course will have roughly the same amount of work as other courses. It just breaks that work up into small chunks, rather than relying on two or three giant assignments that require intense bursts of cramming and stress.

Graduation Composition and Communication Requirement (GCCR)

Psychology majors may satisfy the GCCR by taking a lecture/lab course in Psychology and earning an average grade of C or better on the GCCR assignments in the class. The courses that may be used to meet the GCCR are: PSY 427, PSY 430, PSY 440, PSY 450, PSY 456, PSY 460, or PSY 552. This course provides full GCCR credit for the Psychology major.

The GCCR requirements include:

1. a writing component;
2. either a formal oral assignment or a visual assignment or both;
3. an assignment demonstrating information literacy in the discipline;
4. a draft/feedback/revision process on GCCR assignments

The writing requirement will be met by the five papers you will complete throughout the course. In sum, this will mean 15-20 pages of writing. The visual component will be met by the final PowerPoint presentation that you make in class on the research project. During the course you will turn in 2 written Lab Assignments that will be sections of your final paper. The TA will give you feedback on the paper. You should revise the paper based on the feedback, and submit the revised version as the final paper. Both the paper and the presentation should discuss at least two published empirical studies related to your project. The final paper is due on the Monday of Exam Week.

GCCR Grading: To comply with the GCCR requirements, you will receive two separate grades for the course: 1) an overall grade including all assignments, and 2) a GCCR grade based on all assignments except the quizzes. To fulfill the GCCR requirements, you must receive at least a C on the GCCR grade.

Course Assignments

The point breakdown for each assessment is as follows:

- 6 quizzes (20% total)
- 2 short Critical Evaluation papers (worth 10% each)

- 1 Final Paper (worth 25%)
- 2 Lab Assignments (worth 10% each)
- Final Presentation Draft (5%)
- Final Presentation (10%)

Summary Description of Course Assignments

This course contains both lecture-based assignments and lab-based assignments. Each accounts for 50% of your final grade.

Lecture Assignments

Quizzes: Instead of relying on two or three giant, stressful exams to assess your learning, this course will have six brief quizzes. Each quiz will take only 15 minutes of time to complete, and each quiz will only focus on material covered since the previous quiz. The quizzes are NOT cumulative in nature. Instead, they will assess only what we have covered in class in the most recent week or two. In addition, only your top five scores will count towards your final grade. Every student gets to drop one quiz. This means that (unlike courses with a midterm and a final exam) one bad day cannot sink your boat. **Quizzes will account for 20% of your total grade.** The quizzes are individually brief, but **do not take them for granted.** In a normal class, you'd spend a lot of time studying for a midterm and a final. The six quizzes combined should take about as much preparation as you'd normally allot to a midterm and a final exam, just broken into six chunks rather than two.

Critical Evaluation (CE) papers: This course teaches you about social psychology research methods. Beyond this, however, this course aims to equip you to more critically consume scientific information. The first Critical Evaluation paper is worth 10% and the second is worth 10%, so **Critical Evaluation papers will account for 20% of your total grade.**

Lab Assignments

Throughout the lab, you will design, run, analyze, and communicate the results of your own research. During lab, you will work with a teammate to design and run your own social psychological research. Although designing and conducting the experiment is a team project, all assessments will be based on individual assignments. A key component of the research process is communicating your ideas to your peers in the scientific community. Lab assessments are designed with this in mind. At the culmination of the course, you will present your own social psychological findings.

Final Paper: Research articles are the primary medium in which scientific findings are disseminated. Each student will prepare an APA format manuscript to report the results of their own lab-based research. Because the Final Paper is the most comprehensive and important assignment in the course, it will **be worth 25% of your final grade.** The body of the paper will be no more than 6 pages in length (more info on this later). The paper

will be due at the start of the final examination period.

Lab Assignments (LA): During the lab, there will be two written Lab Assignments. Think of these assignments as preparation for your final paper. In each assignment, you will basically turn in a section of an APA-format manuscript reporting your work. These will be graded and returned as feedback as you revise these sections for your Final Paper. They are stepping-stones that will make the final paper much easier. Each assignment is worth 10%, so the assignments combined will **account for 20% of your final grade.**

- One of these lab assignments does require some light statistical calculations. The statistics in this course will not go further than some of the simple tests you learned about in PSY 216. You do not need any fancy statistical software (e.g., SPSS) to perform the calculations needed in this class. All statistical calculations can be performed in lab. All you need is a computer with internet access for your research team to perform the analyses.

Final Presentation: Conference presentations are the secondary medium in which scientific findings are disseminated. Each lab group will give a 10-minute presentation on their research project. One week prior to the presentation, each group must submit a draft of their slides to the TA for feedback and revision. **This draft will be worth 5% of your final grade.** The final presentation will **be worth 10% of your final grade.**

Course Grading

90 - 100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = E

Final Exam Information

The final examination is scheduled for Tuesday, April 30. Since this course does not have a final examination, this will be the official due date for the final paper. Papers not submitted by 5:00 on this date will be counted as late.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). Midterm grades will include three quizzes, one Lab Assignment, and one Critical Review paper.

Course Policies:

Submission of Assignments:

Quizzes will occur during the first 15 minutes of class on scheduled quiz days (see end of syllabus for all assignment dates). Be on time, as we will not wait for you to arrive. The quiz will end 15 minutes after it begins. If you arrive 10 minutes late, this means that you will only have 5 minutes to complete your quiz.

All Lab Assignments will be submitted as a hard copy to the teaching assistant at the START of lab on the due date. Critical Evaluation assignments will be submitted as hard copies at the START of lecture on the due date. Assignments turned in on the due date, but after lab/lecture has started, will be penalized 5%. Additional late penalties will accrue at 10% per day, calculated at 3:00 PM. For assignments that also require online submission, these same penalties apply to either late hard copies or late electronic submission.

Attendance Policy.

Attendance is expected at all lectures. Although formal attendance will not be taken, it will be very difficult to get a good grade in this course without regular attendance.

Attendance is mandatory at lab. You will be conducting research in small groups. Failure to attend is, in effect, letting down your teammate(s). As a result, attendance will be taken during lab. Each unexcused absence will result in a 5% deduction from the lab portion of your grade (which amounts to 2.5% of your final grade).

Because the lab consists of group work, attendance is very important. If you pile up a lot of absences (even excused absences), this means that you likely are not contributing equally to your team project. If the teaching team feels that your absences are a detriment to your team, you will be removed from the team. Alternative accommodations may be made, or (if you really miss a lot of the labs), you may be asked to withdraw from the class.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and

phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Conduct Policies

The teaching team will strive to treat you all with professionalism and academic respect. Please treat them with equal professionalism and respect. Please turn off all cell phones in class. Please do not engage in extracurricular activities (e.g., facebook) during lecture or lab. If you are engaging in these activities, and it is distracting to others, you will be asked to leave.

In all correspondence with the professor and teaching assistant, please use professional tone and grammar. Do NOT use text slang in your emails. Emails not clearly written will not receive a response. Please include PSY 440 in the subject line of all emails (this'll help us keep track of your important correspondence).

Finally, all assignments in this class will be posted well in advance. In addition, all quiz dates are already set. You have plenty of time to complete all required work. This means that last-minute computer trouble, flat tires, missed buses, and homework-hungry dogs are not valid excuses for missed/late assignments. Plan ahead. Make sure that all written work is done well in advance of deadlines. Don't wait until the very last minute to submit work, because last-minute complications and excuses will not get you off the hook.

Other useful info:

Life can be hectic and unpredictable. People often have situations going on outside the classroom that nonetheless affect performance in the classroom. It is my goal to handle any such situations in a manner that is fair to all students. I encourage you to talk to me if you have any questions about how your particular case should be treated or if you have any questions about your standing in the course. Please, please, please consult with me as soon as any difficulties in your life arise that might interfere with your progress in the course. I have encountered too many unfortunate cases where students wait until after final grades have been turned in to talk to me, when it is too late to make any changes, whereas accommodations could have been arranged had they consulted me early enough.

Tentative Lecture Schedule

Lecture Week	Dates	Topic	Assignments
1	8-29	Introduction to course	--
2	9-3 9-5	Philosophy of science No class!	--
3	9-10 9-12	Parsimony, operationism The nature of social psychology	--
4	9-17 9-19	Ethics	Quiz 1: 9-17 Philosophy of Science stuff
5	9-24 9-26	Measuring social psychological constructs	Quiz 2: 9-24 Ethics
6	10-1 10-3	Types of measurements Issues in measurement	--
7	10-8 10-10	Correlation, causation, and correlational research	Quiz 3: 10-8 Measurement
8	10-15 10-17	Basic experimental design	LA 1: 10-16
9	10-22 10-24	Choosing manipulations Further issues in manipulation	CE 1: 10-23
10	10-29 10-31	Complex Designs Complex Designs	Quiz 4: 10-29 Experimental Design
11	11-5 11-7	More Complex Designs Process: Mediation and Moderation	
12	11-12 11-14	Validity	CE 2: 11-13
13	11-19 11-21	Probability and Chance Statistical Inference	Quiz 5: 11-19 Complex LA2: 11-20
14	11-26 11-28	Statistical Inference Thanksgiving Holiday	
15	12-3 12-5	Generalizability Archival/Observational Research	Quiz 6: 12-5 Inference & Generalizability Presentation Draft & Feedback
Dead Week	12-10 12-12	PowerPoint Presentations	Final presentations
Finals Week			Final Paper: TBD

Tentative Lab Schedule

Lab Week	Activity
1	No Lab
2	Intro to lab. Form Groups.
3	The research process. Literature searches.
4	Brainstorming group research ideas.
5	Mock ethics board.
6	APA format. Introducing Introduction Sections.
7	Designing a questionnaire/measure
8	LA1 due. Brainstorm experimental design.
9	CE1 due. Refining and piloting the experimental design.
10	Collect experimental data.
11	Analyze experimental data ***Location TBD***
12	How to write Methods and Results. Making Graphs
13	LA 2 due. Format of final paper.
14	Thanksgiving- No lab!
15	Generalizability debate. Troubleshooting. Turn in Presentation draft.
Dead Week	Troubleshooting final papers.

*****Note: GCCR components are shown in RED TEXT. Weeks 3 and 10 focus on "informational literacy." Weeks 3, 12, 15, and Dead Week are all components of the composition and revision process.**

Course Objectives

The main objective of the course is to demonstrate an understanding of learning processes. Students will start with the seemingly simple processes of Pavlovian and instrumental conditioning and learn that these processes even at their basic level can be quite complex. Students will study how learning can generalize to new contexts and how we learn to distinguish when to apply and not apply that learning. We will also examine how we remember and forget what we have learned. Students will also learn the extent to which complex cognitions such as timing, counting, navigation, social learning, communication, and language are generally present among other animals and the implications of such cognition for human behavior.

Grading

Grades in the course will be determined by performance on three (noncumulative) essay-type exams (25% each) and your performance in laboratory (25%). The first exam will be given on about Feb 18th, the second exam will be given on about April 3rd, and the final exam will be given on Tues May 6th at 1:00 pm.

Grades for the GCCR will be determined solely by your performance on the laboratory assignments. You must earn at least a "C" on these assignments to satisfy the GCCR.

The laboratory will involve hands on training of animals. You will take the principles that we examine in class and apply them to the "real world" of animals to see how they are used in practice. In the laboratory, you will learn how to shape behavior, record and present data, and write up a report of your findings. Your lab grade will depend primarily on your attendance in lab and on your lab report that you will write cumulatively over the course of the semester. Thus, you will get periodic feedback and you will have the ability to shape the report. If you attend lab regularly, turn in assignments on time, and use the feedback provided, your lab grade should be a means of improving your grade in the course.

Student Learning Objectives: After completing this course, the student will be able to:

1. Describe the historically relevant theories of learning in psychology
2. Critically evaluate accounts of research in the psychology of learning
3. Describe, apply, and integrate the principles of the scientific method
4. Design and execute learning experiments
5. Effectively communicate the results of learning research

Graduation Composition and Communication Requirement (GCCR)

Psychology majors may satisfy the GCCR by taking a lecture/lab course in Psychology and earning an average grade of C or better on the GCCR assignments in the class. The courses that may be used to meet the GCCR are: PSY 427, PSY 430, PSY 440, PSY 450, PSY 456, PSY 460, or PSY 552. This course provides full GCCR credit for the Psychology major.

The GCCR requirements include:

1. a writing component;
2. either a formal oral assignment or a visual assignment or both;
3. an assignment demonstrating information literacy in the discipline;
4. a draft/feedback/revision process on GCCR assignments

1. The writing requirement will be met by a series of five 3 page lab reports. Lab reports will be due each week and they will be graded and returned the following week. The instructions for completing the lab report will be explained following each lab and will depend on the content of the lab. The first two lab reports will be graded and returned to students the following week with feedback concerning how they should be improved. Revisions of the first two lab reports can be resubmitted and the grades received on the revised lab reports will substitute for the original grades on those reports. Lab reports must include citations of a minimum of two journal articles relevant to the lab topic; this addresses the information literacy component of the GCCR. The lab reports represent 15% of your course grade.

2. There will be a formal oral assignment consisting of a presentation of the procedures employed during the semester. You will turn in an outline of your planned presentation a week before the presentation and the TA will provide feedback on your outline. The oral presentation represents 10% of your course grade.

Text: Pearce, J. M. (2008). Animal learning and cognition. 3rd Ed New York: Psychology Press

Lecture Topics and Schedule of Exams

Week of	Topic
1/14	Introduction Chapter 1: Intelligence
1/21	Chapter 2: Associative learning
1/28	Chapter 3: Surprise and attention
2/4	Chapter 4: Instrumental conditioning
2/11	Chapter 5: Extinction
2/18	Review EXAM 1
2/25	Chapter 6: Discrimination learning
3/4	Chapter 7: Category formation
3/11	Chapter 8: Short term retention No class Thurs
3/18	SPRING BREAK
3/25	Chapter 9: Long term retention No class Thurs
4/1	Review EXAM 2
4/8	Chapter 10 Time, number, and serial order
4/15	Chapter 11 Navigation
4/22	Chapter 12 Social learning
4/29	Chapters 13 Communication and language & 14 Intelligence
5/6	FINAL EXAM 1:00pm

Schedule of Lab Assignments (i.e., GCCR components)

Week of	Assignment
1/14	
1/21	
1/28	Draft of first lab report on Associative Learning
2/4	Feedback on first lab report
2/11	Final lab report due on Associative Learning
2/18	(EXAM 1)
2/25	
3/4	Second lab report due on Discrimination Learning
3/11	Draft of third lab report on Category Formation; feedback via email
3/18	(EXAM 2)
3/25	Final lab report due on Category Formation
4/1	
4/8	Outline of plans for oral report due
4/15	Fourth lab report due on Time, Number & Serial Order; feedback on oral report
4/22	Fifth lab report due on Navigation; Oral reports
4/29	Oral reports
5/6	(FINAL EXAM)

Course Policies:

All Lab Assignments will be submitted as a hard copy to the teaching assistant at the START of lab on the due date. Critical Evaluation assignments will be submitted as hard copies at the START of lecture on the due date. Assignments turned in on the due date, but after lab/lecture has started, will be penalized 5%. Additional late penalties will accrue at 10% per day, calculated at 3:00 PM. For assignments that also require online submission, these same penalties apply to either late hard copies or late electronic submission.

Attendance Policy.

Attendance is expected at all lectures. Although formal attendance will not be taken, it will be very difficult to get a good grade in this course without regular attendance.

Attendance is mandatory at lab. You will be conducting research in small groups. Failure to attend is, in effect, letting down your teammate(s). As a result, attendance will be taken during lab. Each unexcused absence will result in a 10% deduction from the lab portion of your grade (or a 2.5% deduction of your course grade).

Because the lab consists of group work, attendance is very important. If you pile up a lot of absences (even excused absences), this means that you likely are not contributing equally to your team project. If the teaching team feels that your absences are a detriment to your team, you will be removed from the team. Alternative accommodations may be made, or (if you really miss a

lot of the labs), you may be asked to withdraw from the class.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes

reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

PSY 456
Advanced Lecture/Laboratory in Behavioral Neuroscience
Fall 2013

- Instructor:** Michael Bardo
Phone: 257-6456
Email: mbardo@uky.edu
Office: 447 BBSRB
Office Hours: By appointment
- Teaching Assistant:** Jonathan Chow
Phone: 257-8034
Email: jonathan.chow@uky.edu (best method for contact)
Office: Kastle 111-H
Office Hours: Thurs 11-1 in Kastle 111-H or by appointment
- Required Text:** Nestler, Hyman & Malenka, *Molecular Neuropharmacology: A Foundation for Clinical Neuroscience*, McGraw-Hill, 2009.
Handouts for the laboratory section of the course will be provided by the instructor.
- Meeting Times:** Lecture: MWF 9:00-9:50, Chem-Physics 103
Laboratory:
Section 001, M 1:30-3:20, Medical Ctr MS233-MDC
Section 002, M 3:30-5:20, Medical Ctr MS233-MDC

Course Description: This course is an advanced course that provides an in-depth coverage of the basic neural mechanisms that underlie behavior, with particular emphasis on both anatomical and pharmacological perspectives. Although our ultimate goal is to understand the neuropharmacological mechanisms of human behavior, we will rely heavily on examples from animal experimentation in order to reach that goal. In many cases, our understanding of human behavior is a direct consequence of controlled laboratory work with non-human animals. This approach using animal models will be evident in both the lecture and laboratory portions of the course.

Although we will concentrate primarily on the neural mechanisms of normal behavior, we will also encounter examples of abnormal human behavior that provide excellent models by which our knowledge about the inner workings of the brain are advanced. Also, we will explore the various types of biological and neuropharmacological treatments which might be used to treat abnormal behavior.

This course fulfills the advanced lecture/laboratory requirement for psychology majors. The prerequisites required for the course are PSY 215, 216, 312, and BIO 103 (or equivalent). One year of chemistry is desirable, but not required.

Student Learning Objectives: Students who complete this course will learn the following:

1. Understand the basic principles of neuroanatomy, neurophysiology and neuropharmacology that apply to brain function.

2. Understand the relation between these basic brain mechanisms in the control of human behavior.
3. Develop an understanding about how diseases of the brain are manifest in human behavior and how these disease states may be treated biologically.
4. Develop knowledge about how basic research in laboratory animals is translated into useful information for advancing our understanding of human behavior.
5. Perform a simple experiment which (1) tests a hypothesis in the field of behavioral neuroscience, (2) provides data to write a scientific laboratory report, and (3) requires an exploration and critical evaluation of published scientific literature.

Graduation Composition and Communication Requirement (GCCR)

Psychology majors may satisfy the GCCR by taking a lecture/lab course in Psychology and earning an average grade of C or better on the GCCR assignments in the class. The courses that may be used to meet the GCCR are: PSY 427, PSY 430, PSY 440, PSY 450, PSY 456, PSY 460, or PSY 552. This course provides full GCCR credit for the Psychology major.

The GCCR requirements include:

1. a writing component;
2. either a formal oral assignment or a visual assignment or both;
3. an assignment demonstrating information literacy in the discipline;
4. a draft/feedback/revision process on GCCR assignments

The writing requirement will be met by the lab report that you submit on the research project at the end of the semester. This lab report should be at least 4500 words long (approximately 15 pages). The oral component will be met by the in-class debates (dates are noted in the syllabus and instructions will be handed out in class). A draft of the lab report (Introduction and Method) is due to the Teaching Assistant just before the Thanksgiving break. The TA will give you feedback on the paper. You should revise the paper based on the feedback, and submit a completed version as the final paper. The lab report should include at least eight published empirical studies related to your project (i.e., the information literacy component). The final paper is due on the Monday of Exam Week.

Grades: Grades will be assigned based upon performance in both the lecture and laboratory portions of the course according to the following breakdown:

<u>Lecture Points</u>	Exam 1	75 points
	Exam 2	75 points
	Exam 3	75 points
	Exam 4	75 points
	Debate	50 points
<u>Laboratory Points</u>	Practicum	75 points
	Lab Report	75 points
	<u>TOTAL</u>	<u>500 points</u>

At the end of the course, the points from both the lecture and laboratory portions of the course will be totaled and a single overall grade will be assigned as follows:

<u>Total Points:</u>	<u>Grade:</u>
450-500	A
400-449	B
350-399	C
300-349	D
Below 300	E

Based on the overall performance of the class, this grading scale may be curved downward so that at least 15% of students receive an A and 25% receive B.

For the lecture exams, material covered in both the lecture and text will be included. The format of these exams will consist of objective (T/F, multiple choice and/or fill-in-the blank) and essay-type (definitions and/or short-answer essay) questions. These exams will be completed during the 50-minute class period. Make-up examinations are to be arranged with the instructor.

In the lecture, we will also have a series of 4 different in-class debates on a controversial topic (e.g., the pros and cons of using Ritalin in children). Students will be assigned to a debate team consisting of 4 members each. Two teams will prepare and present brief arguments during the 50-min class period. Students who have more than one unexcused absence from the debate class will lose 10 points from their grade.

The laboratory practicum exam will consist of identifying anatomical structures in sheep, rat and human brain materials provided in the laboratory. This exam will be conducted during the laboratory portion of the course. For studying the sheep and human brains, various atlases are available on the internet.

There will be a laboratory report, written in APA style, that summarizes the results of an experiment conducted in the laboratory portion of the course. Late lab reports will lose 5 points for each day late.

Excused Absences: Students need to notify the instructor of absences prior to an exam when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Notification of absences due to university-related trips is required prior to the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Accommodation Due to Disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Inclement weather: If the class period of a scheduled exam is cancelled due to inclement weather, the exam will be rescheduled for the next class meeting

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from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

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LECTURE SCHEDULE

Date	Topic	Chapter Readings
Aug 27, 29	Principles of Pharmacology	1
Sept 1	No Class (Labor Day)	
Sept 3	Cellular Communication	2
Sept 5	No Class	
Sept 8	Laboratory Preparation	
Sept 10	Cellular Communication (continued)	2
Sept 12, 15	Synaptic Transmission	3
Sept 17, 19	Signal Transduction	4
Sept 22	EXAM I	
Sept 24, 26, 29	Amino Acids	5
Oct 1, 3, 6	Acetylcholine and Monoamines	6
Oct 8, 10	Neuropeptides	7
Oct 13	Autonomic Nervous System	9
Oct 15	EXAM II	
Oct 17, 20	Neuroendocrine System	10
Oct 22, 24	Pain	11
Oct 27, 29	Sleep	12
Oct 31, Nov 3	Cognition	13
Nov 5, 7	Mood and Emotion	14
Nov 10	EXAM III	
Nov 12	Debate Set-up	
Nov 14	Reinforcement and Addiction	15
Nov 17, 19, 21, 24	DEBATES	
Nov 26, 29	No Class (Thanksgiving)	
Dec 1, 3	Reinforcement and Addiction (continued)	15
Dec 5, 8	Psychosis	16
Dec 10, 12	Neurodegeneration	17
Dec 17	EXAM IV	
(Tuesday, 8:00 AM)		

LABORATORY SCHEDULE

Date	Topic
Sept 1	No Laboratory (Labor Day)
Sept 8	Laboratory Preparation (Start in CP 103 at 9:00 AM)
Sept 15	Surface Structures (sheep and rat)
Sept 22	Midline Structures (sheep and rat)
Sept 29	Coronal and Horizontal Structures (sheep and rat)
Oct 6	Human Brain
Oct 13	Full Review
Oct 20	PRACTICUM EXAM
Oct 27	Overview of Experiment
Nov 3	Video of Surgery and Ethics in Biomedical Research
Nov 10	No Laboratory (Instructor Performs Surgeries)
Nov 17	Behavioral Data Collection (Kastle Hall)
Nov 24	APA style – Draft of Introduction & Methods due
Dec 1	Feedback on paper /Data Analysis and Scientific Graphing
Dec 8	No Laboratory (Work on Papers)
Dec 15 (5:00 PM)	FULL LAB REPORTS DUE

Processes of Psychological Development (PSY 460:001)

Fall 2014
Lecture (CP-183):
TR: 2:00-3:15 P.M.
Lab (FB-306B):
W: 3:00-4:50 P.M.

Dr. Ramesh Bhatt
012C Kastle Hall
257-6835
rbhatt@email.uky.edu
Office Hours
W. 1:00-1:50 P.M. or
by appointment

Lab Instructor and T.A.:
Lauren Gilbert
0004 Kastle Hall
LRGilbert2@gmail.com
Office Hours R 3:30 -4:30 or
by appointment

Course Objectives

This course is an advanced course that is designed to provide students with in-depth knowledge about both the content and the methodology of the science of developmental psychology. Through lectures and participation in demonstration exercises, students will be exposed to the current state of knowledge in the areas of perceptual, cognitive, and social development. Concurrent participation in laboratory exercises will teach students the scientific techniques that are used by developmental psychologists. “Hands-on” experience will be provided by requiring students to design and implement a research project, analyze and interpret the data that it generates, and prepare a formal report.

Learning Outcomes

Students will become familiar with the main issues that are being addressed in developmental psychology and the knowledge-base in the areas covered in this course. They will be able to critically interpret and evaluate research data both within and outside the field of developmental psychology. Students will also be able to plan and conduct research studies in developmental psychology, and be able to effectively communicate the outcome of research projects through written and verbal presentations.

Required Readings

Miller, S. A. (2007). Developmental Research Methods (3rd Edition). Thousand Oaks, CA: Sage Publications.

Course Requirements and Grading

(Also note Graduation Composition and Communication Requirement below)

There will be a mid-term and a final exam. The exams will cover assigned readings from the textbook and lecture material. The exam questions will be of mixed format, including definitions, matching, and short-answers. The final exam will not be cumulative.

Five quizzes will be given during the semester. Each student is required to take at least four quizzes. If a student takes all five quizzes, the quiz with the lowest score will be dropped. The quizzes will cover material associated only with the lab, and will consist of multiple-choice and short-answer questions.

Teams of 4 to 5 students will design and implement a research project, analyze the results, and prepare a presentation and a paper based on this research. At the beginning of the semester, we will discuss some possible projects. By the middle of the semester, each team will be required to present to the class a review of the literature on a specific topic and a research proposal. The research project will be completed during the second half of the semester. Participation in discussions during lectures and in the lab will also be graded.

Periodically during the semester, there will be unannounced in-class writing assignments. These will be graded as part of the class participation requirement.

Grades will be assigned based on the following proportions:

Mid-term Exam

20%

Final Exam	25%
Lab. (quizzes & participation)	25%
GCCR Project (presentation 10%; paper 15%)	25%
Class Participation	5%

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

The final grades will be based on overall class performance, but it is expected that the grades will be assigned as follows:

<u>Average</u>	<u>Course Grade</u>
90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
00-59.99	E

Course Policies

If you cannot attend an exam or a quiz at its scheduled time, you must notify the TA or me at least two days in advance, unless the absence is due to an emergency. You can let us know by sending us an e-mail message, by telling us in person, by a note in one of our mailboxes, or by phone. If you do not speak directly to us, you must leave a phone number where we can reach you. Unless we approve your absence in advance, you must provide documentation of the reason for your absence (e.g., doctor’s excuse for an illness) or you will not be allowed to take a make-up. You will receive a zero on the exam or quiz if you have an unexcused absence.

Excused Class Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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To satisfy the GCCR, you must earn at least a 'C' on the research project assignment. If you fail to get at least a C, you will have to retake the course or another course that satisfies the GCCR (even if you otherwise pass this course).

The GCCR requirements include:

1. a writing component;
2. either a formal oral assignment or a visual assignment or both;
3. an assignment demonstrating information literacy in the discipline;
4. a draft/feedback/revision process on GCCR assignments

The writing requirement will be met by the paper that you submit on your research project at the end of the semester. This paper should be at least 4500 words long (approximately 15 pages). The visual component will be met by the final PowerPoint presentation that you make in class on the research project (presentation dates are noted in the syllabus). A draft of the presentation outline should be given to the TA one week before presentation dates; the TA will give you feedback. A draft of the paper should be given to the TA on the same day that you are making the PowerPoint presentation. The TA will give you feedback on the paper. You should revise the paper based on the feedback, and submit the revised version as the final paper. Both the paper and the presentation should discuss at least two published empirical studies related to your project. The final paper is due on the Monday of Exam Week.

LECTURES AND RESEARCH PROJECT SCHEDULE

Note: Chapters and page numbers refer to the Miller text readings

Date	Topic	Reading Assignment
8/29	Introduction	None
9/3	Developmental Psychology: Approaches and basic issues	None
9/5	Research: Basic issues	Chapters 1 & 2
9/10-9/12	Research Designs; Research topic selection	Chapters 3, 4, & 5
9/17	Genetics and development	None
9/19-9/26	Infancy; Sensation and perception	Pages 195-218
10/1	Early social development	Pages 218-232
10/3	Mid-term Exam	None
10/8	Research project topic individual discussion	None
10/10	NO CLASS	None
10/15-10/17	Research proposal presentations	None
10/22-10/24	Memory	Pages 246-253
10/29-10/31	Cognitive development	Pages 233-246; 254-268
11/5	Language development	None
11/7	Intelligence	None
11/12	Discussion of Research Projects	None
11/14-11/21	Social Development	Chapter 13
11/26	NO CLASS	
12/3-12/10	Research project presentations	None
12/12	Review	None
12/16, 5 P.M.: Final paper due.		
12/18 (WEDNESDAY at 8:00 A.M.) Final Exam		

**Psychology 460
Processes of Psychological Development**

OUTLINE FOR LAB MEETINGS, Fall 2013

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
9/04	NO LAB	
9/11	Introduction to lab	None
9/18	Research Considerations/ Creating Hypotheses	None
9/25	Ethics	Chapter 9
10/02	Methods Review/ Contexts for Research	Chapter 6 + QUIZ #1 (Ethics)
10/09	Personal Context : Biological Influences	QUIZ #2 (Research Methods)
10/16	Personal Context: Social Influences	None
10/23	Microsystem: Parent & Peer Influence	None
10/30	Macrosystem & Exosystem: Influence of Culture	None
11/6	NO CLASS- PROJECT WORK DAY	None
11/13	Writing & APA Style	Chapter 10
11/20	Analyses & Interpretation	Chapter 8+ QUIZ #3 (Introductions)
11/27	NO CLASS- Fall Break	None
12/04	Interdisciplinary Work in Human Development	QUIZ #4
12/11	Integrating Scholarship into Practice & Policy	QUIZ #5

Timeline for Research Project and GCCR Requirement

9/3: Give Dr. Bhatt three topic areas that are of interest to you.

9/4 (Lab): Group assignment

9/4-10/8: Meet as a group and come up with specific project

10/8: Individual groups will meet with Dr. Bhatt to discuss project.

10/15—10/17: Presentation to class on the proposed project. Finalize project. At this point, Dr. Bhatt will require each group to give him copies of two papers that are relevant to the topic. At the presentation, you should provide a background and rationale for the study and exact details about the methodology that you will be using and the dependent measures that you will record.

10/17-12/2: Collect and analyze data. The TA will help with the analyses.

11/12: Individual groups will meet with Dr. Bhatt to update him on project.

11/26: Groups will turn in presentation outlines to TA for feedback.

12/3-12/10: Oral presentation of the project along with results and discussion. Give draft of paper to TA for feedback.

12/16, 5 P.M.: Final paper due.

Psychology 452
Fall 2014
Instructor: T. Zentall

Animal Behavior
Syllabus

Office: 202B Kastle Hall
Phone: 257-4076
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Student Learning Objectives

Students will learn to use **critical thinking** in support of proposed theories. The course will focus on a selected literature dealing with animal behavior, in particular evolutionary psychology and intelligent behavior. During most of the semester, we will examine the extent to which what has been thought to be culturally determined or learned behavior (e.g., aggression, male-female differences, taboo against incest, sexual preference, even irrationality) may have biological bases (i.e., how we are like other animals). This approach, known as sociobiology or evolutionary psychology, can provide us with a new way of looking at human behavior from the perspective of evolution. We will be using two books (*The Selfish Gene* and *Caveman Logic* - complete references on the back).

During the remainder of the semester, we will examine the extent to which animals are capable of flexible, human-like behavior (i.e., how other animals are like us). We will evaluate research designs, methods, and conclusions in order to (a) define the cognitive process being studied, (b) determine if there is evidence for the cognitive process in animals, and (c) explore the implications for the presence or absence of the cognitive process for our understanding of human cognition.

These objectives will be promoted by having you prepare homework assignments each week (see below for details) and these objectives will be assessed by the feedback I give you on the homework assignments.

Grading

Grades in the course will be determined by performance on three (noncumulative) exams (20% each) and homework (20%). The first exam will be on about Feb. 14th, the second on about March 27st, and the final exam will be on Friday, May 4th at 10:30 am. Letter grades assigned to points on exams will be determined when exams are graded (there may be a curve). **Homework assignments based on the readings will be due every Tues.** Homework should be **double spaced** and **typed**. In general, they will be graded **pass/fail** (check or zero). Assignments will consist of writing **three meaningful, original** comments or questions **about each article** or chapter (**two chapters or articles per week**). **Your comments should make it clear to me that you have read, and at least tried to understand, the readings.** The article-reading assignments and responses will count for the "information literacy" component in this course. I may also give you a thought question to respond to. Assignments will be turned in **at the start of class each Tuesday**, and will not be accepted late (unless you have **prior** approval). If for some reason you cannot make it to class (e.g., illness) you may submit your homework as an email attachment sent to zentall@uky.edu **but it must arrive before class**. In any case, you are responsible for the material covered in class. Each assignment is worth 4 points (100 points total). **The remaining 20% of your grade will be determined by your performance in the Laboratory.** Your Teaching Assistant will explain how that grade is determined. length, and format. Grades for the GCCR will be determined solely by your performance on the laboratory assignments and your homework assignments. You must earn at least a "C" on these assignments to satisfy the GCCR.

All articles will be posted on Blackboard. If you have any problem accessing the assignment, let me know at least one day before the homework is due.

Schedule of Readings

A. Sociobiology

Dawkins, R. (1989). *The selfish gene*. New York: Oxford.

Aug 29	Week 1	Intro
Sept 3	Week 2	Chapts 1 & 2
Sept 10	Week 3	Chapts 3 & 4
Sept 17	Week 4	Chapts 5 & 6
Sept 24	Week 5	Chapts 7 & 8
Oct 1	Week 6	First exam (Tues) & Chapt 9 (Thurs)
Oct 8	Week 7	Chapts 10 & 11
Oct 15	Week 8	Chapts 12 & 13

Davis, H. (2009). *Caveman logic*. Amherst, NY: Prometheus.

Oct 22	Week 9	Chapt 1 & 2
Oct 29	Week 10	Chapts 3 & 4
Nov 5	Week 11	Second Exam (Tues) & Chapt 5 (Thurs)
Nov 12	Week 12	Chapts 6 [Psychonomics]
Nov 19	Week 13	Chapt 7 & Article 1
Nov 26	Week 14	Article 2 [Thanksgiving]
Dec 3	Week 15	Articles 3 & 4
Dec 10	Week 16	Article 5 & 6
Dec 19	Thurs 1:00pm	Final Exam

B. Comparative Cognition Articles

1. Self Recognition

Gallup, G. G., Jr. (1970). Chimpanzees: Self recognition. *Science*, 167, 86-87.

2. Imitation

Zentall, T. R. (2003). Imitation by animals: How do they do it? *Current Directions in Psychological Science*, 12, 91-95.

3. Functional Equivalence

Zentall, T. R. (2000). Symbolic representation by pigeons. *Current Directions in Psychological Science*, 9, 118-123.

4. Reasoning

Woodruff, G. Premack, D., & Kennel, K. (1978). Conservation of liquid and solid quantity by the chimpanzee. *Science*, 202, 991-994.

5. Cognitive Dissonance

Clement, T. S., Feltus, J., Kaiser, D. H., & Zentall, T. R. (2000). Work ethic in pigeons: Reward value is directly related to the effort or time required to obtain the reward. *Psychonomic Bulletin & Review*, 7, 100-106.

6. Gambling

Zentall, T. R., & Stagner, J. P. (2011). Maladaptive choice behavior by pigeons: An animal analog of gambling (sub-optimal human decision making behavior). *Proceedings of the Royal Society B: Biological Sciences*, 278, 1203-1208.

The lab will require:

1. A two page lab report will be due each week that will be graded and returned the following week. The instructions for completing the lab report will be explained following each lab and will depend on the content of the lab. The first two lab reports will be graded and returned to students the following week with feedback concerning how they should be improved. Revisions of the first two lab reports can be resubmitted within two weeks of the feedback and the grades received on the revised lab reports will substitute for the original grades on those reports. Lab reports count for 10% of your grade.

2. There will be a formal oral assignment consisting of a presentation of the procedures employed during the semester. It will count for 10% of your grade. Oral presentations will be given the week before the last week of classes. A powerpoint of your oral presentation will be due the Monday of the week before the oral presentations and feedback will be given by the end of the week.

Assignments (GCCR Components)

Week 1	
Week 2	
Week 3	Draft of 1 st lab report due; feedback provided by TA
Week 4	
Week 5	Final draft of 1 st lab report due
Week 6	(First exam on Tues)
Week 7	Draft of 2 nd lab report due; feedback provided by TA
Week 8	
Week 9	Final draft of 2 nd lab report due
Week 10	3 rd lab report due
Week 11	(Second Exam on Tues)
Week 12	
Week 13	Homework #1 due on Tuesday; 4 th lab report due
Week 14	Homework #2 due on Tuesday; 5 th lab report due
Week 15	Homework #3 due on Tuesday; Draft of PPT of oral presentation due on Tuesday 6 th lab report due
Week 16	Homework #4 due on Tuesday; Final oral presentations 7 th lab report due (Final Exam on scheduled day and time)

Course Policies:

All Lab Assignments will be submitted as a hard copy to the teaching assistant at the START of lab on the due date. Critical Evaluation assignments will be submitted as hard copies at the START of lecture on the due date. Assignments turned in on the due date, but after lab/lecture has started, will be penalized 5%. Additional late penalties will accrue at 10% per day, calculated at 3:00 PM. For assignments that also require online submission, these same penalties apply to either late hard copies or late electronic submission.

Attendance Policy.

Attendance is expected at all lectures. Although formal attendance will not be taken, it will be very difficult to get a good grade in this course without regular attendance.

Attendance is mandatory at lab. You will be conducting research in small groups. Failure to attend is, in effect, letting down your teammate(s). As a result, attendance will be taken during lab. Each unexcused absence will result in a 10% deduction from the lab portion of your grade (or a 2.5% deduction of your course grade).

Because the lab consists of group work, attendance is very important. If you pile up a lot of absences (even excused absences), this means that you likely are not contributing equally to your team project. If the teaching team feels that your absences are a detriment to your team, you will be removed from the team. Alternative accommodations may be made, or (if you really miss a lot of the labs), you may be asked to withdraw from the class.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of

academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with