

University of North Texas at Dallas
Spring 2015
SYLLABUS

PSYC 2996: Mentored Collaborative Research Lab; 3 Hrs

Department of				Sociology & Psychology		School of		Liberal Arts & Sciences	
Instructor Name:		Mario P. Casa de Calvo, Ph.D.							
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Office Hours:		M & W from 3:00 – 5:00; T & TR from 10:00 – 12:00; by appointment							
Classroom Location:		DAL2 337							
Class Meeting Days & Times:		Wednesday from 7:00-9:50 pm							
Course Catalog Description:		<p>In this course, students join with or initiate a research team of peer student researchers to explore a research question. Under the mentorship of the instructor, each student is directly involved in empirical research, including literature review, hypothesis generation, research design, data collection, data analysis, and interpretation. Students join the team at whatever stage the project is at. May be repeated for credit. Students are expected to demonstrate gains in leadership, skills, synthesis, and writing in each subsequent semester of collaborative research.</p>							
Prerequisites:		PSYC 1630 or PSYC 1650							
Required Text:		<p>Galvan, J. (2013). <i>Writing Literature Reviews</i> (5th ed.). ISBN - 9781936523030 *Note: if you have a different edition of the text please notify me to make sure that your text will satisfy the requirements of the course</p> <p>**I will provide all other reading material in advance either electronically or in hardcopy in class</p> <p>On Readings in General:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. 							
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>							
Course Goals or Overview: The goals of this course are as follows -									
<p>This is a course that facilitates student participation in the research process, from start to finish. This course allows students to develop research and critical thinking skills in an experiential, collaborative environment that stresses camaraderie and peer-to-peer engagement. Each student will be involved in literature review, hypothesis generation, research design, data collection, data</p>									

	analysis, and interpretation.
Learning Outcomes: At the end of this course, learners will be able to:	
1	Knowledge Base in Psychology: Understand and utilize professional standards of developing and reporting research ideas in the discipline of psychology.
2	Ethical and Social Responsibility in a Diverse World: Ethically and effortfully engage in scientific inquiry.
3	Scientific Inquiry and Critical Thinking: Develop analytical skills and creativity to examine ideas in collaboration. Reflect on experiences and connect to larger ideas.
4	Communication: Students will be able to demonstrate effective writing, exhibit effective presentation skills, and interact effectively with others.
5	Professional Development: Students will be able to apply psychological content and skills to career goals, exhibit strong teamwork capacity, and develop meaningful professional direction for life after graduation.

Specifics of Course Goals

1. Understand and utilize professional standards of developing and reporting research ideas in the discipline of psychology.

Objectives

- a. Complete a literature review
- b. Write a research report in APA format covering the literature review and hypothesis under study

Assessment: weekly participation, literature review draft, research report drafts

2. Ethically and effortfully engage in scientific inquiry.

Objectives

- a. Design research questions
- b. Evaluate research design and measures
- c. Collect data from human participants
- d. Complete a research ethics program (should have completed this in PY299)

Assessment: ethics review form, weekly participation, earn ethics certificate

3. Develop analytical skills and creativity to examine ideas in collaboration.

Objectives

- a. Create a skeleton file in SPSS
- b. Learn how to consider questions with appropriate statistical analyses
- c. Enter data and analyze one specific question on own and with the group interpret the findings across questions
- d. Participate in weekly research team meetings
- e. Contribute to the results and discussion sections of a public presentation
- f. Write up results and discussion sections of the paper

Assessment: weekly participation, presentation write-up, journal

4. Reflect on experiences and connect to larger ideas.

Objective

Submit a journal documenting work in each step of the research process, tie discussion to specific theoretical constructs, include references for each entry.

Assessment: journal, presentation

Course Evaluation Methods

Journal submissions: Students are expected to submit journal reflections each week in the discussion board of Blackboard. These reflections should indicate the students' thoughts and conclusions related to the current stage of the research process, be it literature review, data collection, or data analysis. Students are expected to integrate ideas from readings into their reflections and to discuss how their literature review is fitting into the goals of the group. Students need to post articles for literature review (in Blackboard under Documents and in appropriate folders) in a timely manner (by the due date for journal submissions).

Weekly participation: Students are expected to attend each lab meeting, to take notes in order to push ideas forward, to keep concept models in their notes, and to effortfully and thoughtfully contribute to the ongoing conversation or data collection/entry. Further, students are expected to take on more leadership with each semester of involvement.

Ethics certificate completion: Students are expected to complete the ethics certificate tutorial, offered by the National Institutes of Health (NIH) before the second lab meeting.

Literature review: Students are expected to complete a written literature review with respect to a narrow question embedded in the research project. Students must help to ensure that the literature review is complete, by helping to find articles through a variety of search engines. Students must also contribute writing to the larger group literature review in terms of reports or passages.

Presentation: Students are expected to prepare at least one major section of the poster for presentation at the end of the semester. Additionally, students are expected to present the poster to fellow students. Students will wear professional attire and be prepared to answer questions concerning study design, findings, the model, situating the study in the field, and broader implications. Finally, a written paper reflecting the material covered in the poster presentation will be due on the last day of the semester.