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| University of Maryland Logo | **PSYC 309R: PREP for Research**  **Wednesday 1:00pm-1:50pm BPS 1232** | **PSYC 309R**  **Fall 2019** |

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| **Course Description**  This course will introduce students to research in psychology. Specifically, students will immerse themselves in a research project, from the development of a research question, to analyzing data and communicating results in oral and written forms. Additionally, students will learn about opportunities for undergraduates to become involved with research on and off campus.  **Course Structure**  Class time will be devoted primarily to discussion, small group work, guest speakers, and classroom activities. Students are expected to complete the assigned readings and homework PRIOR to coming to class and be prepared to discuss the readings and homework in class.  **PREP Program Research Training Goals**   1. Increase student knowledge about the research process 2. Increase student interest in research involvement 3. Increase student research self-efficacy 4. Increase student participation in research assistantship positions within the Department of Psychology   **PSYC 309R Course Learning Objectives**  By the end of the course, students will   1. Demonstrate knowledge of the stages of the research process 2. Demonstrate proficiency in using the library database to search for research articles 3. Summarize and analyze research papers in psychology 4. Demonstrate basic proficiency using SPSS 5. Describe important ethical considerations when conducting survey research with human subjects 6. Collaborate effectively with members of a research team 7. Provide oral and written summaries of a research project 8. List and describe 3 research opportunities for undergraduates on and off campus |  | **Dr. Naz Salahuddin**  nsalah@umd.edu  **Class Meets**  Wednesday 1:00-1:50pm  BPS #1232  **Office Hours**  BPS 1121Q  Mondays 1-2pm  and by appointment  **Teaching Assistants**  PREP Peer Mentors  **Communication**  Please use email (not Canvas) to reach me. For helpful guidance on writing professional emails ([ter.ps/email](http://ter.ps/email)). |

**Required Resources:** Course website:[**www.elms.umd.edu**](http://www.elms.umd.edu) **Course-Specific Policies**

**Campus Policies**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Attendance and excused absences
* Accessibility and accommodations
* Copyright and intellectual property
* Grades and appeals
* Student and instructor conduct

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

**Get Some Help!**



You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu/).

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

**Grades**

**Late work** will be deducted 30% for each day late (including weekends), so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. **Any formal grade disputes must be submitted in writing and within one week of receiving the grade.**

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| **Learning**  **Assessment** | | | **Percent of Final Grade** | |
| Participation | | | 30% | |
| Homework | | | 30% | |
| Professional Development | | | 20% | |
| Collaboration and Professional Behavior |  |  | 20% |
| TOTAL | | | 100% | |
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| **Final Grade Cutoffs** | | | | | | | | | |
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% |  |  |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% |  |  |

**Names/Pronouns and Self Identification**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu/) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

**Inclusive Learning Environment**

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statues, speech that contains threats of violence is prohibited.

**Statement of Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu/CS/>

**Course Schedule**

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| **Class Meeting Date** | **In Class Topics** | **Assignments Due** |
| Week 1  Aug 28 | **Introduction to the Course and Project** |  |
| Week 2  September 4 | **Overview of the Research Process**  **Purpose and hypothesis**  **Form groups** | **Hypothesis** |
| **Professional Development Option: Welcome to PSYC Day is Monday 9/9 1-2:30pm** | | |
| Week 3  September 11 | **Databases and article searches: Literature Reviews**  **Guest Consultant: Jordan Sly** | **Purpose and hypothesis** |
| Week 4  September 18 | **Methodology: Research design and data collection** | **Article summary** |
| Week 5  September 25 | **Research ethics and IRB: Submit IRB**  **Guest Consultant: Andrea Dragan, IRB** |  |
| Week 6  October 2 | **Complete Introduction and methods** | **Full introduction and methods** |
| Week 7  October 9 | **Data Analysis: Intro to SPSS or R** |  |
| Week 8  October 16 | **Data Analysis** |  |
| Week 9  October 23 | **Data Analysis** |  |
| Week 10  October 30 | **Results** |  |
| Week 11  November 6 | **Interpretation and Discussion** |  |
| Week 12  November 13 | **Interpretation and Discussion** |  |
| Week 13  November 20 | **Creating Poster Presentations** | **DUE: ALL professional development assignments** |
| Week 14  November 27 | **No Class-Happy Thanksgiving!** |  |
| Week 15  December 4 | **Student Presentations** | **Poster** |

**Note**: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

**Professional Development Experiences (20% of final grade)**

In addition to the research for this class, students are required to attend at least 3 "professional development" events related to research. Some options are:

1. Welcome to PSYC Day (visit research lab tables)

2. McNair information talk

3. Introduction to Summer Research Experiences

4. Honors information session

5. Alumna talk about research post-baccalaureate experiences

6. Another research related event approved by the instructor

For each event attended, students must write a 1-2 page reflection paper including a brief summary of the event and 3 personal or professional takeaways from the event.