

CR COLLEGE OF THE REDWOODS
Syllabus for Psych 2-V6010

Course Information

Semester & Year: Spring 2024

Course ID & Section #: Psych 2-V6010

Instructor's name: Michelle Haggerty

Day/Time: Online

Number of units: 3

Instructor Contact Information

Office location-online in zoom: <https://cccconfer.zoom.us/my/mwoodshaggerty>

Physical office: New Creative Arts Building room 406.

Office hours: Mondays 1:00-2:30 in zoom or physical office

Wednesday 9-10 in zoom or office, or by appointment

Phone number: 707-476-4319

Email address: michelle-haggerty@redwoods.edu

Required Materials

Textbook Title: Research Methods in Psychology
Edition: 4th Edition
Author: Morling, B.
ISBN: 978-0-393-89372-4
Publisher: Norton.

Recommended Materials

N/A

Catalog Description

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the subdisciplines of psychology.

Course Student Learning Outcomes

1. Explain the basic principles of the scientific method including developing and testing hypotheses and choosing a research design.
2. Critically evaluate research reports and synthesize research findings in a paper written in APA format.
3. Demonstrate knowledge of general research designs, experimental and non- experimental methods, and standard research practices.
4. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
5. Assess the generalizability of study results.

Prerequisites/co-requisites/ recommended preparation

Prerequisites or co-requisites: Psych 1 and Math 15

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury.
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling, and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor.
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

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Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students.

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops,

and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Points will be divided up accordingly:

Discussion Forum Posts: 13 x 15= 195

Quizzes: approximately 200 points

Exams: 300 points

Conclusion paper: 25 points

Paper outline: 30 points

Annotated Bibliography: 50 points

Sections II and III paper: 75 points

Final Paper: 100 points

The CR grade scale is used to determine letter grades as follows:

90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 –82%	B-
77 – 79%	C+
70 –76 -%	C
60 – 69%	D
59% - 0	F

*All written work needs to be turned in on the due date. 5 points will be deducted for everyday that an assignment is late. No late assignments will be accepted after 5/3/2024.

Spring 2024 Dates

January 12	Last day to register for classes (day before the first-class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student-initiated withdrawal (62.5% of class)
March 29	Last day for faculty-initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	Cesar Chavez Day (District-wide closure)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Student Readiness

Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching the Introduction to Online Learning presentation at: <https://apps.3cmediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html>

Canvas

The learning management system, Canvas, will be utilized with this course. The module section is arranged by weeks and will contain links to everything you need to do for the week. I will send out an announcement at the beginning of each week that will summarize the topics and assignments for the week. It is a good idea to spend some time at the beginning of the semester making yourself familiar with our Canvas page. Each instructor organizes their Canvas page and weekly due dates differently.

Login instructions for Canvas:

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your **Web advisor User ID** (e.g., flast123 - first initial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmddyy).
3. Once logged in, on top left-hand side of the screen you should see a drop-down menu of your Courses.

Canvas Help: There are Canvas instructions and additional help with preparation for taking an online course at College of the Redwoods at: <http://redwoods.edu/online/>

Preferred Name in Canvas: Students can alter first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Computer Skills

Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Computer Requirements:

- **Internet Access:** I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.
- **Computers:** You should plan on doing most of your work (especially exams and assignments) from a reasonably recent model lapbook or desktop computer. *Do NOT plan to participate in this class solely from a portable device.*

- **Portable Devices:** You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for **some** of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android).
 - **Do not** try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- **Browsers** - You will need to use the most recent version of one of the following browsers to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Canvas is required for the optional remote exam proctoring. Do not use Internet Explorer as it does not work properly with Canvas.
- **Word Processing** - *You may need Microsoft Word (or a compatible word processing program) for writing assignments in the class. All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to [Get Office365](#) to get started. (There are also free options for tools like this, such [Google docs](#) or [Libre Office](#) Google docs requires a Gmail account. Google docs does not work well with APA formatting)*
- **Acrobat Reader** – [Adobe reader](#) is a free program that will allow you to read and download pdf files.
- **Technology Support:** *Before contacting Technical Support, please visit [Tech Support](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.*
- Zoom will be used for office hours and for optional class discussions. This link is to an instructional video on how to get on zoom: <https://youtu.be/vFhAEoCF7jg>
Here is the zoom web site: <https://support.zoom.us/hc/en-us>

Course Communication

There are various ways to contact me:

1. **Canvas Message** – Go to the mailbox icon on the far left and choose teacher to send a message. This is the best way to contact me.
2. **Instructor Email** - You can also reach me at my work email address- michelle-haggerty@redwoods.edu.
3. **Coming to my office during office hours, calling or zooming during office hours:** I will hold office hours on Mondays from 1:00-2:30, in my physical office and on zoom and Wednesday 9-10 in zoom or my physical office. My office is in the new Creative Arts Complex, 400 building, room 406. You can call my office: 476-4319 at that time or zoom into my online room.

: <https://cccconfer.zoom.us/my/mwoodshaggerty> ([Links to an external site.](#))
4. **Discussion forum** – Each week in the discussion forum you can ask questions regarding the content for the week. This is a place to ask questions of general interest to all students. This is not a method for individual or private communication.

Student Commitment

This class requires you to make a solid commitment of your time and to be self-disciplined every week of the semester. An online environment allows the student and instructor more flexibility for when the work is completed, but there is no less work, you may even feel there is more work in an online class. This three-credit hour class requires about nine hours per week of your time. Every week you will have to carefully read and/or listen to lectures and read textbook chapters, review supplemental material posted, participate in online discussions and complete weekly quizzes. Self-discipline, attention to details, and skills in reading and writing are critical.

Class Participation

Please be aware that if you decide to not continue with the class, you should drop the class and let me know about your decision. (AP)5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 2 weeks in a row of assignments. If you experience an illness or emergency that is interfering with your participation, please let me know as soon as possible. Census date is **1/29/24** where I will be dropping students that have not been participating in class. On **2/29/24** I will again be dropping students that are not participating. The end of the 10th week is **3/29/24**.

Instructor Commitment

I dedicate as much time to this class as I do a face-to-face class or more. I will be accessing the class regularly (normally daily) and will respond to messages within 48 hours (excluding weekends and holidays). I will read all discussion posts and will participate in the conversations. I will be sending out weekly announcements at the beginning of each week, will provide feedback on grading and will email you if I am concerned about your progress in the class.

Netiquette: Please be polite. The rules around social interactions in an online environment is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Be respectful to your classmates be kind, considerate, and forgiving in all your posts in the discussion forums. Adhere to the same standards of behavior online that you follow in real life. Take time for processing and editing before making posts. Our Canvas space is our classroom, and we want to create a positive, collaborative, safe and interesting community. To learn more about netiquette, read [netiquette guidelines](#)

Course Schedule:

Dates	Topic:	Reading:	Due:
Week 1: 1/13/24-1/21/24	Class introduction		Syllabus Quiz. Introduction Discussion Forum.

Week 2: 1/22/24-1/28/24	Introduction to Scientific Reasoning	Chapter 1- Text	Chapter 1 Quiz. Discussion Forum.
Week 3: 1/29/24-2/4/24	Library Resources APA Formatting	Module Resources	Discussion Forum. Conclusion Paper Due
Week 4: 2/5/24-2/11/24	Sources of Information	Chapter 2- Text	Chapter 2 Quiz. Discussion Forum. Research Paper Outline Due.
Week 5: 2/12/24 -2/18/24	Interrogation Tools for Consumers of Research	Chapter 3 – Text	Chapter 3 Quiz. Discussion Forum.
Week 6: 2/19/24 - 2/25/24	Ethical Guidelines for Psychology Research	Chapter 4 – Text	Chapter 4 Quiz. Discussion Forum. Annotated Bib Due.
Week 7: 2/26/24- 3/3/24	Measurement	Chapter 5 – Text	Chapter 5 Quiz. Discussion Forum.
Week 8: 3/4/24 - 3/10/24	Surveys and Observations	Chapter 6- Text	Chapter 6 Quiz. Discussion Forum.
3/11/24-3/17/24	Spring Break- No Classes		
Week 9: 3/18/24-3/24/24	Sampling	Chapter 7 – Text	Chapter 7 Quiz. Discussion Forum.
Week 10: 3/25/24-3/31/24	Midterm is available on Canvas		Midterm multiple choice and essay questions due by 3/31/24
Week 11: 4/1/24- 4/7/24	Bivariate Correlational Research	Chapter 8 – Text	Chapter 8 Quiz. Discussion Forum.
Week 12: 4/8/24- 4/14/24	Multivariate Correlational Research	Chapter 9 – Text	Chapter 9 Quiz. Discussion Forum. Sections II and III of paper due.
Week 13: 4/15/24 -4/21/24	Experimental Research	Chapter 10- Text	Chapter 10 Quiz. Discussion Forum.

Week 14: 4/22/24 - 4/28/24	Quasi-Experiments	Chapter 13- Text	Chapter 13 Quiz. Discussion Forum. Final Research Paper Due.
Week 15: 4/29/24 - 5/5/24	Replication and Generalization	Chapter 14- Text	Chapter 14 Quiz. Research paper presentation in discussion forum
Week 16: 5/6/24- 5/10/24	Finals Week		Multiple choice and essay portions of the exam need to be completed by Friday 5/10/24

Class Assignments

Class Discussions/Forum Posts: For you to learn the material and make it personally relative you need to interact with it by taking part in discussions. We will discuss at the beginning of the semester if students are interested in a synchronous zoom class in place of the discussion. Each week there will be an activity or question/ prompt from me. You will receive up to a maximum of 15 points for postings and responses to others' postings or documented participation in the live class discussion. Your primary post is **due Wed** of the week by 11:59 PM. Your secondary posts are **due by the Sunday** of the week at 11:59 PM. The postings will be graded according to the following rubric:

Primary Post -- 7 points possible --Your primary post must:

- React critically and provide insight into the topic, not just a summary – 3 points.
- Relate topic to your own experience*- 1 point.
- Use correct grammar and spelling- 1 point.
- Posted before the Wed deadline- 1 point.
- Meet the **300-word minimum length** – 1 point.

Reply Postings -- 4 points possible – Each of your **two reply posts** must:

- React thoughtfully to the content of a classmate's primary post utilizing content from class. – 2 points
 - **Included at least TWO of the following: COMPLIMENT:** *I like...*
COMMENT: *I agree that ... because ... I disagree that ... because ...*

CONNECTION: *I have also ...* **QUESTION:** *I wonder ...* (Adapted from Gernsbacher, 2018)

- Meet the **150-word minimum length** – 1 point.
- Use correct grammar and spelling. – 1 point

*The topics discussed in class will stimulate you to think about your own experiences. It is important that you relate the class content to your life but exercise some caution when disclosing very personal information on the class discussion forum. It is important that you continue to feel that this class is a safe learning environment, and personal self-disclosures can affect this. So, be cautious when making highly personal statements. Furthermore, I expect everyone in the class to be respectful and considerate when replying to classmate's postings.

Quizzes

There will be 13 quizzes this semester with 10-20 questions worth one point each. The questions will be based on the reading and lecture material. The quiz for the week needs to be completed by 11:59 pm on Sunday night when the week ends. **Make up quizzes will not be available after the Sunday deadline.** You will be limited to one minute per question for each test. You are allowed to take the quiz 2xs; the highest score will be counted in the grade book. The quizzes are open book; however, you should prepare the same that you would for closed book quizzes due to a minute a question not being enough time spend significant time looking up material.

Exams

Two exams will be given during the semester at midterm and final times. They will consist of multiple-choice and essay questions. You must complete the essay and multiple-choice portions of the exam by 11:59 pm on Sunday night of the week due for midterm and Friday night of final exams week. Each exam is worth a total of 150 points. Please let me know as soon as possible if there is anything that is interfering with your ability to take to an exam during the scheduled week.

Exam Proctoring: An exam proctoring software will not be used for this class. I would like everyone to make a commitment to doing their own work and abiding by the guidelines of this course. Asking for help from others or using the internet to google answers does not lead to authentic learning of the course content, which is the reason for you taking this course.

Conclusion paper: (25 points)

At the beginning of the semester, the end of week three, you will have a "Conclusion Paper" due. For this paper you will be looking at two sources that I have found and linked in the module for this assignment on various topics in Psychology. You need to choose **one** of the topics to complete this assignment. Both short articles will be read and summarized in the paper.

You will then find a peer reviewed research article that supports the “side” that you believe to be true. The paper will be summarizing the sources provided and the research article that you found. This paper will give you a chance to examine how debate within research takes place and how some sources are more reliable than others. APA format is required for this assignment. Hopefully the feedback I provide for you on this paper will help with the writing process this semester.

Rubric:

Discussion of the issue: 5 points

Discussion of both sides of the issue as presented in the articles: 5 points.

Personal conclusion, with research article to support: 5 points

APA format: 5 points

Organization/Grammar/Spelling: 5 points

Research Paper

Early in the semester students will need to pick a topic for further research, which could be related to the conclusion paper, or different. Throughout the semester sections of the paper will be due, culminating in a research paper including all sections outlined. All parts of the assignment need to be completed in APA format. Editing of all sections of the paper will be done with each new submission. Writing of this paper will be an important process throughout the semester where you will be able to grow in your ability to write an academic paper in APA format. You will **not** be completing any primary research for this paper; it is a proposal for research. Library research will be completed for the literature review; this will be the biggest section of the paper. I have several modules set up to support you in this assignment. I will also provide model papers from past students.

Possible Topics: (students can choose a topic outside of this list)

1. What are the effects of violent video games and/or TV on interpersonal behavior?
2. What are factors that lead to marital satisfaction?
3. Examine how the biological sex of the child affects the way that a mother speaks to the child.
4. Is gendered behavior biological or environmental?
5. Are psychotropic medications effective? Is therapy effective in reducing psychological symptoms?
6. How do we choose individuals that we will partner with?
7. Does smoking marijuana regularly lead to mental health issues?
8. Does divorce of parents' harm children?
9. Does taking antidepressants lead to suicide?
10. Does the diagnosis of ADHD exist?
11. Is the production of neurotransmitters influenced by biology or environment?
12. Is using social media good for mental health?

13. Are mindfulness practices effective in reducing stress?
14. Does marijuana work for pain management?
15. Is neuroplasticity the same throughout development?

1st submission: Research paper outline: (30 points)

This assignment will create the structure for the final paper. For this submission the introduction section needs to be completed where you set up the topic and pose a research question. The other major areas should be listed in the outline **without** content. I want you to be aware of what the final paper will include. At least **3 sources** that will be included on the reference page. You should include a title page in this APA formatted paper.

- I. Introduction:
 - A. Background
 - Introduce the topic and provide background. This should be about 1-2 paragraphs, starting broad and narrowing in scope.
 - B. Research Question
 - This is a question that is setting up the review of the literature on the topic. One specific question should be asked.
- II. Literature Review
 - A. Analysis of literature (This will be a large part of your paper).
 - B. Problem Identification- (what is missing in the current body of research?)
- III. Hypothesis and variable operationalization
 - A. The hypothesis will be worded as a prediction in a concise manner. The variables being examined will be operationalized clearly.
- IV. Research Design
 - A. What type of design would be used to examine this hypothesis?
 - B. What sample will be examined?
- V. Evaluation of Ethics
 - A. Examination of ethical concerns with this design will be discussed.
- VI. References

Rubric:

Clear organization of paper- 5 points

Research question identified concisely and appropriately- 5 points.

Reference page includes 3 academic sources- 10 points.

APA Format- 5 points

Spelling and Grammar- 5 points

Second submission: Annotated Bibliography: (50 points)

This bibliography will include citations and summaries for at least 5 sources that will be utilized for the research paper assignment. The paper needs to be written in APA format. The annotations include a summary and a critique of the source. The annotations will help you prepare for the literature review.

Rubric:

*Annotations provide summary and critique of source **25 points.***

*At least 5 academic sources are utilized **10 points.***

*APA Format **10 points***

*Spelling and Grammar **5 points***

Third submission: Section II. Literature Review, Section III. Hypothesis and variable operationalization and Reference page: (75 points)

Sections II and III of the paper will be added to the introduction in this submission of the paper, with edits to section one. This submission will include a reference and title page. In the literature review you will include the sources that were utilized for the annotated bibliography and added sources in paragraph format with appropriate citations. After you have reviewed the current research on the topic you will propose how further research can be done with a hypothesis statement including operationalized variables to be examined. The reference page should be attached to this assignment. You may add sources after this point, but you should have at least **6 sources** at this point.

Rubric:

*Literature review discusses all sources in academic & concise style- **25 points.***

*Hypothesis is clearly stated with variables being operationalized- **25 points.***

*At least 6 academic sources are utilized -**10 points.***

*APA Format -**10 points***

*Spelling and Grammar -**5 points***

Last submission: Final Research Paper: (100 points)

Your research paper will include all sections:

- I. Introduction: Background and Research Question
- II. Literature Review
 - A. Problem Identification
 - B. Analysis of literature
- III. Hypothesis and variable operationalization
- IV. Research Design
 - A. What design is most appropriate in collecting data for this identified hypothesis?
 - B. How will groups be assigned?
 - C. Data collection techniques.
- IV. Evaluation of Ethics

- III. What are some ethical concerns for this research proposal?
 IV. How would you protect the safety of the participants?
 VI. References

The paper needs to be 6-8 pages long, written in APA format. All sources utilized need to come from academic sources, mainly utilizing the library databases.

Rubric:

Introduction: Background of the topic and the research question is clearly communicated in concise, academic writing. **10 points**

Literature Review: The research reviewed for the paper is clearly discussed in a concise and academic manner. **20 points**

Hypothesis and variable operationalization: The hypothesis developed is stated in a testable manner with variables being identified and operationalized. **10 points**

Research Design: The type of research proposed to test the hypothesis is stated, including an explanation of why the design was chosen and group design would take place. Data collection techniques will also be discussed in this section. **10 points**

Evaluation of Ethics: A discussion of possible ethical considerations will be included along with how participants will be protected. **10 points**

References: Sources must be academic that are organized in APA format. At least 6 sources need to be utilized for the final paper. **20 points**

APA Format: The set up for the paper including title page, header, citations, and reference page needs to be in APA format. **10 points**

Spelling and Grammar: One point will be taken off for every spelling and/or grammar mistake. **10 points**

*All written work needs to be turned in on the due date. 5 points will be deducted for every day that a paper is late. No papers will be accepted after **5/5/24**.

Academic Misconduct:

All work that is turned in must be your own. This applies to all papers and tests throughout the semester. In an academic paper, like the papers you will be writing this semester, you need to indicate with a citation anytime that you paraphrase, summarize, or quote someone's work. Failure to provide a citation is plagiarism. If I find that a student has plagiarized or cheated on any work the assignment will be graded as receiving zero points. It is also important that all the work that you submit is your own and that you maintain a respectful, academic demeanor when interacting with our class. Please ask me if you have any questions regarding this policy. The entire board policy (AP 5500) can be accessed on the CR's web site and through the following link:

<https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies#>

Artificial Intelligence

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. As stated above all the work you turn in this semester needs to be your own, so you should not have AI write the papers. Sometimes, using these tools appropriately can help us overcome barriers and allow us to focus on deeper learning. However, overuse of these tools can undermine the development of our critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn. As students, and particularly students of psychology, you should be aware of technological changes and how they will impact your work world in the future. AI tools will prove to be useful to us, but they will not replace humans and you should be continuing to learn how to critically analyze information.

Disruptive behavior:

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression.

Non-Discrimination/ Equal Opportunity

College of the Redwoods is committed to equal opportunity in employment, admission to the College, and in the conduct of all its programs and activities. CR's policy complies with California Education Code and Title 5 of the California Administrative Code, and with related federal laws (Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973). Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination based on ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability in programs or activities.

(The full policy and regulations can be viewed in the CR catalog that is available on the CR Homepage.)

**Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary to receive emergency alerts. Check to make sure your contact information is up to date by logging into [WebAdvisor](#) and selecting

'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.

Do not leave campus unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Note:

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary, and I will inform the class if this occurs. I make every effort to return your work to you in a timely manner. Normally work will be returned within a week of submission. At the end of the semester, I normally take longer than a week to return research papers, your papers will be returned by the end of the semester. I utilize the gradebook on Canvas, so please use this to keep track of your grades and communicate with me if you see any discrepancies.

