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PSYC 485-01, Senior Seminar, Spring 2005

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**Senior Seminar
Spring 2005**

Dr. Anita Davis
119 Clough Hall
843-3989 (office); 272-0885 (home, before 10 pm)

Office Hours:
Mondays 11-1
Other times by appointment.

Course Description:

This course is designed to give students the opportunity to apply and enhance the skills that are at the core of being a psychology major. Students will be exposed to theoretical, empirical, and applied research, especially as it relates to conducting research in community settings.

Course Objectives:

- (1) To expose students to various aspects of the research process including conducting literature reviews, managing a data set, conducting data analysis, writing up research results in APA format, and disseminating results.
- (2) To enhance students oral communication and presentation skills by giving them the opportunity to make presentations of their work and additional readings throughout the semester.
- (3) To expose students to a research-collaboration model in which they gain experience working as part of a research team and gain experience providing critical feedback to their peers on their work.

Grading Policy:

- I. Discussion Points/Class Participation (15%): Students are expected to attend all class meetings as class discussion and feedback to peers are critical to the success of the course. To help facilitate this, at least two students will be required to each prepare four to five discussion points for class based on assigned readings. These discussion points should provide a brief amount of background information and raise an issue or question to help facilitate discussion. Each discussion point should be approximately a paragraph in length. Copies of the discussion points for all members of the class must be put on my door by 9:00 am on the day the readings are due. The class participation grade will be based on the quality of the student's discussion points, the student's ability to facilitate classroom discussion, and every student's overall level of participation in class discussions. If students have an excused absence on the day on which they are assigned to lead class discussion, they will be assigned additional readings for which they will write discussion points.
- II. Draft of Research Paper (15%): Each student will be expected to submit an initial draft of the literature review section of their part of the group paper. Sections on their research questions/hypotheses, preliminary analyses, and bibliography should also be included. Papers should be written according to APA style.

III. Research Paper (50%): Each student or student research group will conduct a research project and submit a final paper based on their work. Papers must be written according to APA style (5th edition of the Publication Manual). Students will be assigned research projects in consultation with me. Options for the project include continuing ongoing work with a faculty member or working on one of several research projects that are ongoing in my lab. The final paper should be approximately 20-25 pages excluding references, tables, and figures. The amount of weight given to each of the different components of the paper will be as follows:

- | | | |
|----|-------------------|-----|
| A. | Abstract | 2% |
| B. | Literature Review | 15% |
| C. | Method Section | 10% |
| D. | Results Section | 10% |
| E. | Discussion | 13% |

Late papers will be penalized by ½ letter grade for each day that they are late.

Note to students working with other faculty members: All students will submit this initial draft of their literature review for a graded. Students will obtain all additional feedback on their research project/paper from their faculty supervisors. If students would like additional feedback, I am willing to read a second draft of the literature review upon request assuming it is completed within the timeframe outlined on the course syllabus.

IV. Professional Presentation (10%): Each student or student research group will be required to present their work to a public professional audience. Examples of ways to satisfy this component of the course include presenting their work at a professional conference, presenting at an on-campus poster session, giving a professional power point presentation, or presenting their work to the non-profit agency for which they are “consulting.”

V. Peer Group Evaluation (10%): To assess each student’s contribution to the successful completion of group research projects, other group members will evaluate each student. All evaluations will be kept strictly confidential. For students working alone, these points will be distributed evenly between the class participation and oral presentation components of the course.

VI. Attendance Policy: Given the importance of class discussion/feedback, your final grade will be lowered by 2 points for each class that you miss. If you feel that you have a legitimate excuse for an absence, you should talk with me in advance.

* All work in this course is covered by the Honor code.

Grading Scale for the Course:

A	=	94-100	C	=	74-76
A-	=	90-93	C-	=	70-73
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D -	=	60-63
C+	=	77-79	F	=	Below 60

Tentative Class Schedule and Assignments:

JAN	13	Brief overview of Course/Introduction of Projects
	18	Discussion of Readings (on reserve)
	20	Discussion of Readings (on reserve)
	25	Discussion of Readings (on reserve)
	27	Discussion of Readings (on reserve)
FEB	1	Discussion of Readings (on reserve)
	3	Discussion of Readings (on reserve)
		Preliminary research questions you hope to answer due to me
	8	Discussion of Readings (on reserve)
		Individual work on lit review sections should be in progress
	10	Research Team meetings/Individual Research Time
	15	Research Team meetings/Individual Research Time
	17	Research Team meetings/Individual Research Time
	22	Research Team meetings/Individual Research Time
	24	Research Team Meetings (Exchange lit review sections with group – all members are to read each paper and provide feedback on each paper)
MAR	1	Research Team Meetings/Individual Research Time
	3	Research Team Meetings (Typed feedback for group members is due – provide a copy of the literature review and comments to me)
	8	Spring Break
	10	Spring Break
	15	Research Team Meetings/Individual Research Time
	17	Draft of each student’s literature review due to me along with: a. Tentative hypotheses/research questions and analysis plan (i.e., what analyses you plan to use and which questions/data you will use to answer each hypothesis/research question) b. Preliminary bibliography (be sure to indicate which articles you have in your possession and those you plan to retrieve) NOTE: Remember this WILL be graded (15% of your grade)
	22	Research Team Meetings/Individual Research Time
	24	Easter Recess
	29	Research Team Meetings/Individual Research Time
	31	Research Team Meetings/Individual Research Time
APR	5	Research Team Meetings/Individual Research Time
	7	Research Team Meetings/ Individual Research Time
	12	Draft of entire paper due to me if you desire feedback
	14-28	Research Team Meetings/Individual Research Time
MAY	2	Research Papers due by 5pm (Monday)