Course Description
An opportunity for students to develop research skills in a content area. May focus on specific areas such as social or cognitive psychology, with the goal of completing and presenting an empirical research project.

Prerequisites
PSY 2383 Introductory Statistics and PSY 2393 Research Methods

Required Text

Course Objectives for Students
1. To fully integrate the appropriate use of the scientific method in psychology with each student's personal faith.
2. To develop working relationships with other researchers and a mentoring relationship with the instructor that will be a model for future scholarly interactions.
3. To develop an appropriate respect for research that is balanced by the ability to properly identify flaws in methodology or conclusions.
4. To acquire skills including: the development of hypotheses, the design of research, proper interpretation of results, scientific writing in APA style, empirical report writing, critical thinking on integration of worldview with empirical research, the optimal use of libraries and the Internet for research, conducting research and developing skills in oral and poster presentations.
5. To experience the breadth of psychological research methods through research experiences and discussions.
6. To develop and perfect an individual research project with the goal of presenting it at a research conference or submitting it for publication in a journal.
7. To prepare the student for employment and/or graduate courses requiring these skills.

Procedures
In order to meet the objectives, a number of methods will be used. Most of the class will depend on seminar-style, student-led class discussions of current projects students are conducting. Two projects will be completed: one proposal for empirical research integrating psychological and Christian perspectives and one empirical research project. The class will also act as the editorial board for the JBU Psychology Department’s undergraduate research journal: *Initial Forays into Psychological Science*. In-class discussions will be supplemented with online discussions and responses to readings and individual projects. Students will act as online research mentors for students in the Research Methods class. Research skills will be assessed through the project presentations, mentoring work, group research development and contributions to the journal peer review process. Students will make a formal proposal, conduct, write and present a research project describing original research conducted during the semester both in the form of a poster.
and a written report that will be orally presented. It is expected that the research will be a reworking or refinement of research done in an earlier semester but it may also be a totally new line of research.

**Requirements**
Due to the nature of this course and the extent to which it relies on discussion and interaction in a small group, your attendance is extremely important. Attendance will be taken according to college policy but will have no direct effect on grades unless half or more of the class meetings are missed which, by college policy, will result in an F for the course. If you must miss class for any reason, please notify the instructor in advance. Missing a peer review class period will lead to a reduction in the peer review project grade.

Guidelines for each of the projects will be discussed in class and described on Blackboard. The integrative research proposal is a creative and theoretical paper proposing research in an area where faith and science may overlap or interact. The peer review process will require extensive cooperation among members of the small groups assigned to review each article. The individual research project will involve choosing a topic and a research design, making a formal proposal, doing library research on the topic, carrying out the study, writing the results in both paper and poster formats, and presenting the research and the results orally to the class and as a participant in the class poster session. Credit for the mentoring, group research development and peer review work will be based on the quality of the written work required.

Do not make a comment on an assignment that requires a reply from the professor. By the time the comment is read, the assignment will already have been due. For timely communication with the professor, please use the telephone, instant messaging or e-mail (through either Outlook or Blackboard). Technological difficulties (whether personal or campus-wide) will not be accepted as an excuse for not completing an assignment. When contact is made with the professor in a timely way, such difficulties may provide a reason for a deadline extension on a case-by-case basis.

**The Online Supplement**
When you have logged on to Blackboard, click on the name of the course (Research Seminar) and investigate the site by clicking on each of the buttons to the left of the page.

**Evaluations**
- Group research development -- 150 pts. (comment three times @ 50 pts.)
- Review of RM student papers -- 50 pts. (two papers @ 25 pts.)
- Detailed Research Proposal -- 100 pts.
- Integrative Empirical Proposal -- 50 pts.
- Journal Peer Review Participation -- 150 pts.
- Empirical Project -- 200 pts.
- TOTAL -- 700 pts.
The following scale will be used for computing grades:

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<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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**Office Hours**
My office hours are MWF 9:00 and 1:00 and TT 9:00 and 4:00. If you see me in my office at any other time, please feel free to come in.

**Policy on Students with Disabilities**
Students with documented disabilities who need academic accommodations should make an appointment with the Director of Student Support Services (238-8770) to begin the accommodation process. They also are encouraged to make an appointment with the instructor as soon as possible. Students without documented disabilities who feel they may have difficulty with this course are also encouraged to make an appointment with the instructor to discuss what steps need to be taken to be successful.

**Statement on Academic Integrity**
As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. At a minimum, any instance of cheating or plagiarism will result in a zero for the assignment and a report submitted to the academic dean. Further infractions will result in failure of the course and possible suspension. For additional information and examples, refer to the Academic Integrity section on pages 4-5 of your John Brown University Student Handbook.

**Statement on Academic Expectations**
John Brown University is a selective academic institution that consistently ranks among the top ten southern baccalaureate universities. As a student here, you are expected to devote significant time and effort to your academic courses and to be aware of the effort you will require to perform up to your expectations in this class. This course has been designed with the expectation that students will spend adequate time and effort in preparation for each class meeting by doing assigned readings and assignments and will spend adequate time and effort completing each assignment.
Course Outline  (*Bold italic* dates bring laptop; Outline – no class)

Introduction to Class and Peer Review Process (Discussion of Course Requirements)  Aug 27
Using the Internet for Research (where to get hypotheses)  *Sep 1*
Faculty Research Mentorships (Faculty present research opportunities)  Sep 3
Discussion of Topics & Brainstorming  (Everyone helps)  Sep 8
Academic Ethics in Scholarship  (plagiarism and proper citation)  *Sep 10*
Ethical issues in Research  (completing IRB forms in class)  *Sep 15*
Discussion of Research Hypotheses  (getting specific)  Sep 17
New APA style (*6*th ed.)  (read over comments in template paper)  *Sep 22*
Specifics of Peer Review Process  (discuss use of peer review rubric)  Sep 24
Practice Peer Review  (read articles before class)  Sep 29
Peer review of initial drafts (in groups – individual readings before class)  Oct 1
Proposal w/timeline and power analysis  (deadline for submission of IRB proposal)  Oct 6
Reliability of Sources in Media  (critical thinking)  *Oct 8*
Planning and Production of the Research Report and Poster  (Why APA Style?) Oct 13
Second round of Peer Review  (committee meetings to make final ratings of papers)  Oct 14
**NO CLASS – FALL BREAK**  Oct 20
Selection of articles for IFPS (in groups – read and rate before class)  Oct 22
Intro Section Roundtable  (e-mail copies to the class before mtg)  *Oct 27*
Faith-Psychology Research  (Presentation of faith-empirical proposals)  Oct 29
Method Section Roundtable  (comment on Methods in class)  *Nov 3*
Discuss results of student-designed evaluation  (changes made to class)  Nov 5
**NO CLASS**  (data collection for final project)  Nov 10
Advanced Stats Topics  (Power, Effect sizes, Confidence intervals, etc.) Nov 12
Use of PowerPoint and Oral Presentations  (for project)  *Nov 17*
Results Section Roundtable  (work on Results in class)  *Nov 19*
**NO CLASS** (sign up for individual consultations between Nov 19 and Dec 1)  *Nov 24*
**NO CLASS - THANKSGIVING BREAK**  Nov 25
Discussion Section Roundtable  (work on drafts in class)  *Dec 1*
Final Group Consultation on projects  (work on drafts in class)  *Dec 3*
Oral presentations to the research group  (or symposium?)  Dec 8
Oral presentations to the research group  (or symposium?)  Dec 10

**PROJECT POSTER SESSION**  8:00 am – 10:00 am, Wednesday Dec 16
(Alternate time for poster:  8:00 am – 10:00 am, Tuesday Dec 15)

Friday October 23 (after midterm grades are reported) is the deadline for dropping a class.

Final Exam Policy (applies to the Poster session)
Students must attend the poster session at the specified time (or the alternate time). The only exceptions are death or serious illness of a member of the student's immediate family, or illness of the student as documented by a medical professional. Any exception to the final exam policy must be approved by the Associate Dean of Academic Services.