

Seminar in Experimental Psychology

PSYC 220

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/20/2026

Contact Information

Instructor: Dr. Désia Bacon

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Name Pronunciation: Day-sha Bay-cun

Pronouns: she/her

Office Hours (beginning January 22nd)

In-person Office Hours (DMH, 323): Tuesdays 2:00p - 3:00p and Thursdays 7:30a - 8:30a, and by appointment. Also available via Zoom upon request.

I am looking forward to meeting each of you over the course of the semester and to helping you with questions about course-related material. Please visit my office hours even if you do not have a specific question – it is always helpful to introduce yourself and have a chance to talk with professors. I also keep snacks in the office, so stop by when in DMH to say hi and grab a quick snack

Course Information

Class Days/Time: Tuesdays and Thursdays, 9:00 AM to 10:15 AM

Classroom: Clark Building, Room 308

Canvas Course: <https://sjsu.instructure.com/courses/1618296/>
(<https://sjsu.instructure.com/courses/1618296/>).

Course Description and Requisites

Applications of experimental method to current problems in psychology. Individual design and experimental work required.

Prerequisite: PSYC 120A.

Letter Graded

* Classroom Protocols

Contacting me

Your best contact method, outside of class, is going to be via Canvas message. Professors get a lot of emails, but Canvas is special because only our course enrolled students can access us that way - which means you! Please, if you really want me to see something, message me on Canvas. You'll get the quickest response!

To help me respond to student questions and concerns as quickly and thoroughly as possible, please adhere to the following email policy:

1. Please include PSYC-220, your class meeting time, and the message/email topic in the subject line, e.g., "Psyc 220, 9a, Ethnogram"
2. Please understand that I will do my best to reply to your communications (via Canvas message or email) within 24 business hours [Monday through Friday, 8 AM to 5 PM]; however, I cannot guarantee a response on the weekend or on a holiday. That means that if you message or email me on Friday at 3 PM, you may not get a response until Monday or Tuesday. Please make note of deadlines and plan accordingly.

Class Citizenship

- I expect you to be attentive in class, participate in discussions and assigned pairs/groups, and limit other distractions.
- Please place cell phones on silent during class unless there is an emergent reason (e.g., you need to have calls from your childcare provider ring through). If you must make or answer a call, please excuse yourself from class.
- Please do not browse the web during class, as it is distracting to both you and peers.
- Most importantly, please be respectful of your classmates' opinions; we are all learning and growing together, and we are here to critique ideas, not each other.
- Attendance is expected for each class in order to help you get the most out of the course. If you do not attend classes, you will miss lectures and discussions that will help you better understand the material that will be necessary to help you demonstrate your knowledge of course materials on your class assignments and projects, as well as activities that will impact your course grade.
- Please use your best judgement when posting on Canvas and interacting in the classroom. I encourage your questions, comments, and sharing, but try to monitor yourself. We want to cultivate a community where we treat others with fairness and respect.

We are all beholden to the SJSU expectations for treating one and other with respect and dignity. Please make sure you maintain being collegial and kind, and reach out to me with any concerns, and I will do my best to ensure we maintain a safe and effective learning environment. If you experience distressing interactions in the course, whether in person or online, or receive a distressing message from someone else in the course, that is the one time you are allowed to take a screenshot of that message or content and reach out to the appropriate resource, whether that is me or the appropriate authority dependent on the messaging. Let's keep this a safe and conducive learning environment!

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording them, and university policy dictates needing permission to do so for course materials. You may not make photographic, audio, or video recordings of this class, including from the lectures I give and any content I post for you and the content others post. The materials in this class can be used for your private study purposes only. They should not be posted online in any format outside of our course Canvas. Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as lectures, exam questions, classroom activities, or discussion material. You may not share other students' discussion material outside of the classroom or Canvas environment.

Conflicts and special testing conditions

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications: (1) students must make requests to the instructor in writing by the semester Add deadline; (2) reasonable limits will be set on the total number of days claimed by any one student.

If you have to miss a class for any excused reason (e.g., university-sponsored athletics, unforeseeable medical event), please let me know ahead of time, or when is reasonably possible (e.g., if you have a religious observance, tell me at the beginning of the semester; however, I do not need you to email me from the Emergency Room, but once you are back home, safe, and getting better is fine!).

If you have to miss a few classes, please make an appointment with me (Dr. Bacon) so that we can discuss your progress in the course and your reasons for not attending class.

Make-up assignments will be discussed on a case-by-case basis and formatting is at the discretion of the instructor, and may not be in the same format of the original assignment. Make up assignments may not be made available if there is not an excused absence.

Child Care

Parenting or kinship care should not restrict your access to class. If there is an emergency that causes an immediate change to your childcare plans for that day, you are invited to bring your child/sibling to class, provided that the child does not prove a disruption to the others in the room and the child is not sick. Please be prepared to step out with your child/sibling if they begin to become a distraction. Please also note that this does not include when a child is sick - please do not bring a sick child to class, just as I ask that you do not come to class sick. If you know in advance that a child is coming, please let me know and I would be happy to bring a few children's books from my office for them to read.

Tips for success

1. I encourage you to attend and participate in every class. A classroom is a community of learners, and attendance and engagement will allow you to better understand the readings, explore different perspectives, thoughtfully formulate questions and answers, and get the most out of what each community member has to offer. On Canvas, there are discussion boards where you can request slides from me, notes from classmates, ask questions, and can share things from the news, YouTube, TikTok, etc. that you find relevant to the course content. Active engagement will allow you to better understand the readings and get the most out of what each community member has to offer.
2. You will be doing group and partner work in this course, meaning that you will be working with classmates towards a common goal. Please be a reliable and respectful group member, communicating with your peer(s) so that you can effectively reach your common goal(s). Your group work will be evaluated at the group level, but you will also each evaluate your group members, and be evaluated by your group members. If at any time before then you have issues with your group, please contact me immediately so we can work to remedy the issue(s).
3. Please skim the assigned readings before each lecture. It may be helpful to for you to attend lecture first to gain a general framework on a topic, and then follow-up what you learned in lecture by fully reading the more detailed coverage in the text. The ideal strategy is to skim the reading before class, attend class, and then read the text carefully soon after lecture.
4. Please use your best judgement when speaking in class. I encourage your questions and comments but try to monitor yourself if you find that you are commenting very frequently; given the size of the class, and time we have to get through the material, we must work together to make sure that everyone who wants to speak gets a turn. You are always welcome to write down your questions for us to discuss during office hours, or chat with me before and after class!
5. Do your best to manage your time by getting started on your assignments early. Deadlines can sometimes sneak up on us, but by beginning early, you will be able to complete the assignment in smaller increments that are less overwhelming. Starting earlier will also give you plenty of time to reach out to me about any questions related to the rubric or your selection of content for the assignment prompt. Please be mindful of my 24 hour Monday through Friday response policy, and plan accordingly.
6. Be mindful of your electronics use during the course. I understand we live in a very connected world, and our devices are so helpful - but they can also be a distraction. If it becomes a distraction for you or your classmates, we may need to have a discussion about the course electronics policy.

Approach the course material with an open mind and bring your unique perspective. We all are coming in with different levels of knowledge, familiarity, and experience with the topics we will be discussing. Some of the topics we will be discussing for examples are culturally relevant practices that we are connected to differently, and we should be mindful of that in the way we speak about them. These experiences are things you bring with you into the course, and thus into our learning community. I encourage you to bring your open mind to learning about other people's perspectives and experiences, just as I encourage you to share how your experiences and perspective impact how you perceive the material.

Course AI Policy

Note: This is a very different policy than what you are likely used to in your other courses, so please be aware of how to cite any AI usage when it is allowed!

Generative artificial intelligence (AI) tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images, as well as things like Grammarly for rewriting portions of text. This policy governs all such tools, including those released during our semester together. **You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools.** When using AI tools for specified assignments, you are to (1) properly cite the tool you used, following the pattern for computer software given in the specified style guide (APA 7) and (2) provide a screenshot of the input you provided to the AI tool as well as the specific output provided by the AI tool with your assignment submission. You are responsible for any use of the AI generated content, and any plagiarism that may arise due to the use of these AI tools. Additionally, please include a brief description of how you used the tool (approximately 3-5 sentences in length). This description is not included in the page limits of the assignment, and should be included in the Appendix of the assignment, after your References. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. If you are reading this thoroughly, send me a picture on Canvas message of your pet, your favorite stuffed animal, or something that brings you joy (and is appropriate) for one extra credit point by 1/30. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course will require electronic submission of essays, papers, or other written projects through the originality assessment service TurnItIn. TurnItIn will also attempt to detect AI-generated text. You are responsible for any work you submit in this course, and any work submitted that includes any plagiarism or non-cited AI tool use is in direct violation of this course policy and of the SJSU Academic Integrity Policy. In addition, you must be wary of unintentional plagiarism or fabrication of data. Please act with integrity, for the sake of both your personal character and your academic record.

I am not grading you on your grammar, your spelling, or your ability to "sound smart" - but rather your ability to understand and synthesize information. Therefore, if you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, your grade on the assignment will be a zero, and I will report the violation to the Office of Student Conduct and Ethical Development (SCED). For repeated violations, your grade on the assignment will be a zero, you may be given a deduction of an entire letter grade in the course, and each violation will be reported to SCED. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation and whether further investigation is necessary.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MA in Research and Experimental Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Advanced Knowledge Base in Research and Experimental Psychology. Students completing the Research and Experimental Psychology MA program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (e.g., Developmental, Social, Cognitive, and Physiological).
2. Research Skills and Scholarship. Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the Research and Experimental Psychology MA program are required to complete a thesis. The thesis will demonstrate:
 - 2.1 creative problem-solving in the design and implementation of empirical research.
 - 2.2 project management skills in the implementation of empirical research.
 - 2.3 advanced competency in the statistical analysis and interpretation of empirical research findings.
 - 2.4 communication (oral and written) of research findings at a professional level.
3. Career Enhancement. Students completing the Research and Experimental Psychology MA program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- CLO1 – Understand the concepts, vocabulary, and designs in psychology research.
- CLO2 – Understand validity and reliability issues in research designs.
- CLO3 – Develop methodological procedures to address potential problems in research.
- CLO4 – Discuss ethical issues involved in research.
- CLO5 – Critically evaluate published research studies.

CLO6 – Design a reliable and valid empirical research study.

CLO7 – Discuss research concisely in written and oral communication.

This course addresses all the Research and Experimental Psychology MA program's PLOs. The relationship between each of the PLOs and the course are explained below.

PLO1 - Advanced Knowledge Base in Research and Experimental Psychology. Through this course you will learn about non-experimental and experimental methods that are used across various areas of psychology and how they are appropriate for addressing different types of research questions.

PLO2 - Research Skills and Scholarship. In this course you will advance your knowledge of research methodologies and display your knowledge through a number of means. You will have the chance to explore various research methods in a hands-on manner, and be designing of your own empirical research study. You will communicate your research competencies through your technical writing skills by completing a Research Proposal assignment over the course of the semester that includes both an experimental and non-experimental study addressing the same research question, requiring you to engage in creative problem solving. In your write up you will include proposed analyses, anticipated results, graphical representations of your anticipated results, and a discussion of the results allowing you to display your own competencies in statistical analyses and your ability to interpret statistical findings. You will also be applying to present at the Spartan Psychological Association Research Conference, to aid in both your presentation and scholarship abilities.

PLO3 - Career Enhancement. To help prepare you for a career in the public or private sector or for placement in a doctoral program, in this course you will gain skills such as technical writing for psychology, how to engage in the peer review process, science communication to both scientific and non-scientific audiences, the importance of engagement in Open Science practices, and how to analyze and critique scientific research.

Course Materials

Textbook

For this course we will be using *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 6th Ed. by John W. Creswell and J. David Creswell (ISBN: 1071817949). You may use whatever format of the course textbook you prefer, and because we do not need the access code, **a used copy is perfectly acceptable (and more affordable!)**.

A copy of the 5th Ed. will work for this course as well, though some of the information will not be as complete or as up to date as the 6th edition. The page numbers and chapters may not directly align with what is listed in the main syllabus or what is referenced in class, but the basis of the material is suitable! If you go this route, make sure you check the Additional Resources module after the start of the semester for the page/chapter reading alignment since they are not the same between the textbooks.

Big note: If you have issues getting the textbook from the on campus bookstore, please do not hesitate to tell me - I don't know unless I am told! **You are more than welcome to get a used version of the textbook - a used edition will save you money, and is sufficient for the course!**

I have a copy of both the 6th and 5th edition textbooks in my office, and you are welcome to come by and review them, and especially check page numbers if you are using a digital version since the pages are different!

Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be a paper I want you to have for the course, an additional resource, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during class meetings. All additional materials and readings will be mentioned in class, and accessible on the course Canvas page.

Other technology requirements / equipment / material

In this course, you will need access to the textbook and regular access to a computer/tablet with internet access, a word processor (Google Docs, Microsoft Word, etc.) to complete assignments, a presentation software (Google Slides, Microsoft PowerPoint, etc.), a data analysis software of your choice that can make graphs (R, SPSS, Python, etc.), and assignments on the Canvas page for the course.

Additionally, you will need to bring an electronic device with wi-fi access to class to complete web-based activities and peer-review. I have found in the past that tablets have worked fine for these tasks, but cell phones do not.

Note taking is recommended, and you are welcome to bring a computer, tablet, or paper and a writing utensil to do so. If you have questions about other note taking methods, please let me know and we can discuss what may work for you.

Please come prepared with paper and something to write with every class for in class activities and submissions of daily questions/activities.

Please come prepared to class with whatever materials you personally need to be successful. Note taking is recommended, and you are welcome to bring a computer, tablet, or paper and a writing utensil to do so. If you have questions about other note taking methods, please let me know and we can discuss what may work for you.

Other Readings

Additional materials will be posted on the course Canvas page. This additional material may either be part of an in class assignment, project, an extra credit opportunity, or may provide more optional information or context for material discussed in the text or during lecture. All additional materials and readings will be accessible on the course Canvas page.

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

Psychology Librarian:

Christa Perez Bailey

christa.bailey@sjsu.edu

408-808-2422

Student Technology Resources

Computer labs and other resources for student use are available in:

- Associated Students Print & Technology Center (<https://www.sjsu.edu/as/departments/print-shop/index.php>) in the Student Union (East Wing 2nd floor Suite 2600) where you can go for printing (not necessarily free)
- Student Computing Services (<https://library.sjsu.edu/student-computing-services>) where SJSU students can borrow laptops, iPads, hotspots, and more for free with a current Tower Card. Located on the 1st floor of the King Library at the [Circulation Desk](#). All SCS equipment loans (except semester-long laptops and tablets) are done *in person* and are on a *first-come, first-served* basis.
- Computers at the Martin Luther King Library (<https://www.sjpl.org/sjaccess>) for the public at large (which still includes you!) where you can borrow a Chromebook, iPad, or laptop, get tech support, and take free tech courses. You can also get your SJPL library card free while you're there!
- Additional computer labs may be available in your department/college
- A wide variety of audio-visual equipment is available for free student checkout with your Tower Card from Collaboration & Academic Technology Services (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/>) located in the IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide, and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens, and monitors.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

Visit the Writing Center (<https://www.sjsu.edu/writingcenter/>) website to make an appointment, or to use the many resources available online.

This is an amazing resource to help you with grammar, APA style writing, writing personal statements for scholarships or graduate school applications, writing professional emails, and everything in between. Please utilize this resource!

Other Resources

I have created a Mental Health and Basic Needs Resources page in the Additional Resources module with information for local [Bay Area], state, and national resources for mental health and basic needs. The page has resources ranging from warmlines and crisis hotlines to campus affinity group resources to local clinics to free guided meditations in multiple languages and beyond.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Over the course of the semester you will be completing assignments in class, as well as out of class assignments to keep up with your culminating assignment of your Research Proposal. Throughout the semester there will be required peer-review sessions and meetings with the course instructor and your thesis advisor.

Daily Questions

There will be daily activity questions in class that you will be expected to submit for a grade. These questions or short/quick activities may be based on a video you will be responding to, related to the textbook chapter assigned, a reflection question posed by the instructor, or some other aspect of the course material. These activities will be due at the time they are assigned in class. The activity question may occur at any time during the class period; therefore, coming late to class and missing the activity will result in you having missed the opportunity to complete the activity. Note: there are a total of 29 daily question activities, with one being dropped over the course of the semester.

In-class Activities

In class, you will complete activities related to the various research methodologies we discuss in lecture. These activities vary in nature, and you need to be in class to complete them! The goal of these activities is to:

1. Expose you to a variety of methods used in psychology research and allow you the opportunity to try them in a low-stakes environments (e.g., ethograms, eye-tracking, surveys, etc.).
2. Show you that designing methodologies involves revision and benefits from piloting methods and receiving input from other researchers (just like writing!).
3. Provide you with hands-on experience working with data, making graphs, and interpreting and writing about results.
4. Help you to generate ideas for how you might use different research techniques to test hypotheses in your Research Proposal.
5. Other activities will involve workshop-style instruction and activities related to your Research Proposal, peer review activities, and discussion of popular media articles, empirical papers, and podcasts.

Research Proposal

Throughout the semester, you will work on designing a series of studies to test theory-driven hypotheses that are grounded in recent empirical psychological literature. You will not actually conduct these studies this semester, but you will write a formal Research Proposal and present your proposal to the class (and submit to present at the Spartan Psychological Association Research Conference ((SPARC)). You will propose two studies to address your research question; the first study will use a non-experimental method and the second study will be an experiment. Numerous assignments and activities throughout the semester will help you to complete this assignment, to integrate information from lecture into the design of your study, and to hone your writing and communication skills. More information about the Research Proposal will be disseminated in class and provided on Canvas, including more in depth information on each individual part. The assignment is "chunked" meaning you will be completing it in parts to submit through the course rather than only submitting the entire thing at the end of the semester.

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exam/evaluation for this course is a recorded video reflection on writing your Research Proposal. The recorded video reflection on writing your Research Proposal is due by the end of our university assigned final exam time slot, **Tuesday May 19th by 10:30 AM Pacific time** submitted on Canvas, as noted on the course schedule later in this syllabus. A recorded video reflection submitted up to 24 hours late will get an automatic 50% total value deduction on the grade. **No submissions will be accepted 24 hours after the original deadline.**

✓ Grading Information

Honor Code

(Reference: Academic Integrity Policy at: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this course, except where the assignment is to work in groups or teams.
2. I will not give any answers for individually graded assignments to anyone else, or share assignments on the internet via course tutoring websites.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Unless otherwise stated (e.g., in-class assignments), course assignments should be submitted by 9:00 AM Pacific time on Canvas.

Grades will be based on the following:

Assignment	Point value individually	Point total for that category
Daily questions	1	28
In-class activities (11)	5	55
Generating research questions	5	5
Article summary templates (for 4 empirical papers), revised research question, and hypotheses	15	15
Draft of Introduction and Study 1 Methods	25	25
Peer draft feedback (done twice over semester)	15	30
One-on-one Conference w/Course Instructor	5	5
Thesis Advisor Conference (w/Turned in Report)	5	5
Draft of revised Introduction and Study 2 Methods	25	25
Experimental design workshop & participation	15	15

SPARC Submission	5	5
Final presentation/SPARC presentation + attendance	25	25
Final research proposal	50	50
Final Exam (video reflecion)	12	12
Overall Total	300	

There *may* be occasional extra credit opportunities.

Make-up for in-class activities

The only acceptable reason for missing an in-class activity is illness or an excused absence due to a University-sponsored activity (i.e., athletics). **Make-up activities are formatted at the discretion of the instructor.** Absences due to any other reason will be evaluated for make-up opportunities on a case-by-case basis, so please contact the instructor. If you will be absent due to a previously discussed religious observance or previously discussed University-sponsored event, we will work out a plan for you to do the activity in a way that accommodates both of our schedules.

Late work policy

Please plan ahead and know that the due date is not the do date! An assignment is considered "late" anytime it is submitted after the assigned deadline. I have a 5-minute grace period for the initial submission deadline, since sometimes logging into your oneSJSU account and navigating to the submission page takes a couple minutes. That being said, any submission 5-minutes or more after the deadline is late (e.g., if your assignment is due at 9:00 AM, a 9:04 AM submission will be accepted without penalty, but a 9:06 AM submission will be considered late).

Any extra credit opportunities will receive no extension of the deadline. If the extra credit is not submitted on time, it will not be eligible to be considered for extra credit. If you would still like feedback on your submission, I will provide it!

Emergency Button

All students will be granted one "Emergency Button" to use at some point in the semester where they can, no questions asked, receive an extension of 48-hours on any individually-submitted outside of class assignment (excluding the Final Exam, daily questions, in-class activities, peer reviews, or any extra credit

opportunities). Once you use your Emergency Button, I will record that on the assignment and give you the extension. You must request to use your Emergency Button before the assignment deadline.

Breakdown

Breakdown

Grade breakdown table

Below is a table with a grade breakdown. The points are listed as whole numbers. Due to the extra credit opportunities offered throughout the semester, and already rounding up half a point or more in the grade breakdown table below, I do not round grades at the end of the semester. Please do not ask me to round your grade, as I do not make any exceptions in an effort to maintain fairness to all students across the course, and I appreciate your understanding.

Grade	Points	Percentage
A plus	287 plus	96 to 100%
A	278 to 286	93 to 95.0%
A minus	269 to 277	90 to 92.0%
B plus	257 to 268	86 to 89.0%
B	248 to 256	83 to 85.0%
B minus	239 to 247	80 to 82.0%
C plus	227 to 238	76 to 79.0%
C	218 to 226	73 to 75.0%
C minus	209 to 217	70 to 72.0%
D plus	197 to 208	66 to 69.0%
D	189 to 196	63 to 65.0%
D minus	179 to 188	60 to 62.0%
F	178 or lower	to 59.0%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Please note that this schedule is subject to change at the discretion of the instructor. Please attend class and check in on Canvas to read course announcements regularly to keep yourself informed of any changes. Various in-class assignments are not listed on the schedule below as they correspond with how far we get in the lecture material.

Note: All assignments are due by 9 AM unless otherwise specified in the current Pacific Time Zone.

Daily Questions and various in-class assignments are not listed on the schedule below, as they correspond with how far we get in the lecture material, and daily questions specifically happen daily.

The Spartan Psychological Association Research Conference (SPARC) is not listed; however, - **attendance is required, date TBD** (typically in late April, early May - before WPA)

Semester Week/Day/Date	Topic(s)	Required readings	Assignments/Deadlines
1 – R; 1/22	Overview and course logistics, Psychology as a science	Syllabus	
2 – T; 1/27	What do you know exam, general topic generation, research approaches	Ch 1	
2 – R; 1/39	Topic generation, research approaches	Ch 2	
3 – T; 2/3	What do I even want to know? Do I have to do an experiment? Ethics, the IRB, and me (you!)	Ch 4 and Ch 7	
3 – R; 2/5	Do I have to do an experiment? Ethics, the IRB, and me (you!)	Ch 4	Generating research questions assignment (from RP) due

4 – T; 2/10	The IRB and me (you!) Literature reviews and critiquing science	Ch 4	Complete Human Subjects (SBR) SJSU CITI training [if you haven't already done so]; submit proof of completed training!
4 – R; 2/12	Using theory - it varies. How and why different variables matter in your research - and what underlying assumptions and claims you may be making!	Ch 3	
5 – T; 2/17	Using theory - it varies. How and why different variables matter in your research - and what underlying assumptions and claims you may be making!	Ch 3	
5 – R; 2/19	Literature review and critiquing science	Ch 2	
6 – T; 2/24	Literature review and critiquing science	Ch 2	Article summary templates (for 4 empirical papers), revised research question, and hypotheses (from RP) due
6 – R; 2/26	Writing strategies and an introduction to introductions	Ch 4 and Ch 5	

7 – T; 3/3	<p>Introductions</p> <p>Who cares? Why you need to have specific aims and a clear purpose for your work</p>	Ch 5 and Ch 6	Draft of Introduction and Study 1 Methods (from RP) due
7 – R; 3/5	<p>Who cares? Why you need to have specific aims and a clear purpose for your work</p>	Ch 6	
8 – T; 3/10	<p>Experimental designs - qualitative vs quantitative</p> <p>Open Science Practices: Preregistration on Open Science Framework</p>	Ch 8 and Ch 9	Peer review of Introduction and Study 1 Methods (from RP) due
8 – R; 3/12	<p>Experimental designs - qualitative vs quantitative</p> <p>Open Science Practices: Preregistration on Open Science Framework</p>	Ch 8 and Ch 9	Have your one-on-one meeting (from RP) w/Dr. Bacon by 3/14 at 5pm (will discuss in class!)
9 – T; 3/17	<p>Experimental designs - qualitative vs quantitative</p> <p>Open Science Practices: Preregistration on Open Science Framework</p>	Ch 8 and Ch 9	

9 – R; 3/19	Mixed methods	Ch 10	Experimental Design Workshop Presentations (from RP) due - yes, even if you aren't presenting today!
10 – T; 3/24	Experimental Design Workshop Presentations		Experimental Design Workshop Presentations (from RP) due - yes, even if you aren't presenting today!
10 – R; 3/26	Experimental Design Workshop Presentations		Thesis Advisor Conference summary (from RP) due
3/30 to 4/3 Spring Recess; no classes			
11 – T; 4/7	Mixed methods	Ch 10	
11 – R; 4/9	Evaluating assessment tools	as assigned via Canvas	Draft of revised Introduction and Study 2 Methods (from RP) due
12 – T; 4/14	More experimental methodologies you can become (from developmental science, animal models, etc.)	as assigned via Canvas	
12 – R; 4/16	In class work-shop day		Peer review of Introduction and Study 2 Methods (from RP) due
13 – T; 4/21	Conference etiquette: how to present, consume, and critique science as a collegial peer at a conference [without burning out]	as assigned via Canvas	

13 – R; 4/23	Final Presentations, or alternative activity		Final Research Presentations (from RP) due - yes, even if you aren't presenting today - including if you presented at SPARC!
14 – T; 4/28	Final Presentations, or alternative activity		
14 – R; 4/30	no lecture; work on your research proposal (WPA)		
15 – T; 5/5	Replication, questionable research practices, more open science	as assigned via Canvas	
15 – R; 5/7	Inclusive research- what does it mean? Science in society	as assigned via Canvas	Final Research Proposal due
Final Exam - Tuesday; 5/19	Reflection video due on Canvas by 10:30 AM Pacific time - no extensions.		