

**Psychology Capstone (PSY 4910 Section 1, CRN 47171)**  
**Fall 2014, Aug. 25 – Dec. 19**  
**Prof. Robert Carlson**

**Class Information**

Class Days: Mon., Wed., & Fri.  
Class Time: 1:00 – 1:50  
Class Location: McDonald 102

**Contact Information**

Office: McDonald 222  
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**Disclaimer**: Details of this syllabus are subject to change. If changes to the syllabus are made, they will be announced in class, so it is imperative that you attend class regularly and keep in touch on the few occasions when you cannot attend class.

**Contacting Prof. Carlson**: The most effective way to contact me is by e-mail (sending me a message or making a comment through Canvas will generally not reach me). I check my DSU e-mail account regularly, and you can generally expect a response within one academic day (a day the campus is in session). If you speak to me in person, especially away from my office, **make sure to follow up any conversations with an e-mail** to remind me to address the matter in a timely manner. I may not be in my office a lot outside of office hours, but you are welcome to drop by any time to see if I have time to meet with you. If you want to be sure I will be there to talk with you during a time other than official office hours, please feel free to contact me via e-mail to make an appointment.

**Course Description**: “Fulfills Psychology Capstone requirement. Requires consolidation of information, skills and knowledge learned throughout students’ undergraduate studies, particularly in the Psychology core and research areas, to conduct independent research to further develop their understanding of Psychology as a science.” (Description from Course Catalog)

**Course Objectives**: “The primary objective of this course is for students to demonstrate and integrate their knowledge and skills in psychology. By the end of this course, students should be able to: Demonstrate knowledge of the major theories, concepts, empirical findings and history of psychology; Demonstrate understanding of basic research methods in psychology and be able to apply and evaluate those methods; Demonstrate critical thinking skills in using the scientific approach to solve problems in psychology; Demonstrate an ability to apply psychological principles to behavior and mental processes; Demonstrate an ability to utilize their knowledge and skills in psychology in a variety of professional settings; and Demonstrate an ability to communicate effectively in written and oral presentations in accord with APA style.” (Psychology Department Chair, Dannelle Larsen-Rife)

**Course Requirements and Information**:

Textbook: *Publication Manual of the American Psychology Association*, 6<sup>th</sup> edition.  
(Required)

Canvas: Canvas will be used to disseminate required documents. (Required)

Office Hours: MWF 10:00-10:50; Tu, 10:20-11:10; and by appointment

Prerequisites: PSY 2000, PSY 3000, PSY 3010, Psychology major, Senior standing

Course Fees: None

General Education: None

**Academic Integrity:** There aren't many things students do that make me angry, but cheating is one of them. To clarify what constitutes cheating in general, please refer to the policy in Section 5.33.5 (<http://www.dixie.edu/humanres/policy/sec5/533.html>). A more specific explanation of plagiarism within psychology can be found in Canvas. In this class, the most obvious way to cheat is to plagiarize on **any assignment** related to your research paper. If you have any doubt about the difference between paraphrasing and plagiarizing, please ask me before you submit any assignment. Plagiarism and fraud are the most serious offenses a researcher can make, and you must not engage in these practices, even accidentally (although it's never really an accident to quote someone else's work word-for-word). Cheating will be dealt with harshly, with penalties including failing the course, being forced out of the Psychology major, or expelled from the university.

**Attendance Policy:** I expect you to attend class regularly. This class functions like a seminar, where everyone contributes to the outcomes for the entire class. This is not a lecture-oriented class. You are expected to help other students with your feedback, so your attendance benefits both you and the rest of the class.

**Classroom Policy:** All students are expected to participate in classroom discussions (see above), but appropriate levels of maturity and respect (to the instructor and other students) must be demonstrated. Part of demonstrating professionalism within the discipline will be the appropriate use of APA principles in oral communication. Although the manner of communication must avoid being offensive, the content of what is presented can be controversial and represent divergent thinking. The class will benefit from a wide variety of viewpoints. Even if you believe your comments or opinions will not be appreciated by others, please feel free to offer your perspective. Other than not being offensive, I have very few rules in my classroom. If you are late or need to leave early, please try not to be disruptive to others. One rule that is important to me, however, is that there are to be **no electronic devices are used in the classroom, unless I give explicit permission.**

<b>Grading Scale</b>	
<b>Grade</b>	<b>Points</b>
A	>=460
A-	445-459
B+	430-444
B	410-429
B-	395-409
C+	380-394
C	360-379
C-	345-359
D+	330-344
D	310-329
D-	295-309
F	<=294

**Grading Information:** There are very few grades in this class, and for simplicity's sake I will calculate your final course grade based on the total points you accumulate. The final paper is worth 300 points, the final paper presentation is worth 100 points, an in-class article presentation is worth 50 points, and class participation, including peer evaluations of other students' article presentations, is worth 50 points.

### Course Calendar

<i>Date</i>	<i>Activity</i>
Mon., Aug. 25	Welcome and introductions
Wed., Aug. 27	Presentations: Topics
Fri., Aug. 29	Presentations: Topics
Mon., Sep. 1	Presentations: Topics
Wed., Sep. 3	Presentations: Topics
Fri., Sep. 5	Introduction to outlines; <b>Paper Topic due</b>
Mon., Sep. 8	Brainstorming: Outlines

Wed., Sep. 10	Brainstorming: Outlines
Fri., Sep. 12	Brainstorming: Outlines
Mon., Sep. 15	Brainstorming: Outlines
Wed., Sep. 17	Brainstorming: Outlines
Fri., Sep. 19	Project development
Mon., Sep. 22	Project development
Wed., Sep. 24	Project development
Fri., Sep. 26	Using references in outlines; <b><u>First Detailed Outline due</u></b>
Mon., Sep. 29	Presentations: Outlines
Wed., Oct. 1	Presentations: Outlines
Fri., Oct. 3	Presentations: Outlines
Mon. Oct. 6	Presentations: Outlines
Wed., Oct. 8	Presentations: Outlines
Fri., Oct. 10	Project development
Mon., Oct. 13	Project development
Wed., Oct. 15	Project development; <b><u>Second Detailed Outline due</u></b>
Fri., Oct. 17	<b>Fall Break (no class)</b>
Mon., Oct. 20	Introduction to capstone papers
Wed., Oct. 22	Project development
Fri., Oct. 24	Project development
Mon., Oct. 27	Project development
Wed., Oct. 29	Project development
Fri., Oct. 31	Project development
Mon., Nov. 3	Project development
Wed., Nov. 5	Project development
Fri., Nov. 7	Project development
Mon., Nov. 10	<b><u>Rough Draft due</u></b>
Wed., Nov. 12	Project development
Fri., Nov. 14	Project development
Mon., Nov. 17	Project development
Wed., Nov. 19	Project development
Fri., Nov. 21	Project development
Mon., Nov. 24	<b><u>Final Paper due</u></b>
Nov. 26-28	<b>Thanksgiving Break (no class)</b>
Mon., Dec. 1	Introduction to posters
Wed., Dec. 3	Brainstorming: Posters
Fri., Dec. 5	Brainstorming: Posters

Mon., Dec. 8	Brainstorming: Posters
Wed., Dec. 10	Brainstorming: Posters
Fri., Dec. 12	Brainstorming: Posters
Finals Week	<b>Poster Presentations</b>