CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Change to PSYC Minor Degree Plan

College: Liberal Arts **Department: Psychology**

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

Edward Castaneda — October 30, 2020

Signature **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature **Date**

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature **Date**

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: October 12, 2020

From: Lawrence D. Cohn, Department of Psychology

Through: Denis O'Hearn, Dean, College of Liberal Arts

To: Chair, Undergraduate Curriculum Committee

Proposal Title: Research Methods for Everyday Life

The proposed curriculum change will affect psychology MINORS who are currently required to complete a two-hour lecture course (PSYC 3201) in experimental psychology, and a 1-credit laboratory course in experimental psychology (PSYC 3101). The latter two sequence course requirement was originally developed to meet the training needs of psychology MAJORS, enabling them to become exposed to complex experimental designs, conduct a small study during the semester, and become familiar with formatting requirements of experimental reports using guidelines developed by the American Psychological Association. Notably, there is no need for psychology minors to learn complex experimental designs or APA formatting requirements for research articles. Indeed, psychology minors are often overwhelmed and discouraged by the latter training, which involves a level of mastery of research methods that is not needed for their own professional advancement.

The proposed curriculum change allows psychology minors to successfully complete a 3-credit research lecture course in lieu of the 2-credit lecture course and 1-credit lab course that is currently required of all psychology minors and majors. The proposed course (entitled Research Methods for Everyday Life) will introduce students to key issues in research methods without having students overwhelmed by details associated with complex research designs. The course will highlight the distinction between science and pseudoscience, encourage students to develop an empirical orientation when evaluating claims about human behavior and mental processes, and build a bridge between research methods and everyday life.

In addition to better meeting the needs of psychology minors, the proposed course and curriculum change will also help reduce enrollment demand for PSYC 3201 and PSYC 3101. The laboratory sections (PSYC 3101) of the two-course sequence are taught by doctoral students, labor intensive, and best taught when limited in size. As a consequence, the Psychology Department must offer multiple sections of PSYC 3101 to meet the enrollment demand of all the psychology minors and majors who seek to enroll in the course each semester . However, the Department lacks the resources to offer all the needed sections of PSYC 3101, thereby delaying the process of many students 9both psychology minors and majors). PSYC 3102 and PSYC 3101 are gateway courses and must be completed prior to completing several other upper division courses. The proposed curriculum change enables

psychology minors to 1) still gain critical training in research methods, 2) eliminate the need to master extraneous information (e.g., APA writing format), and reduce demand for PSYC 3101 and thereby facilitate the progress of both psychology minors and majors.

COURSE ADD

All fields below are required

College : Liberal Arts Department : Psychology

Rationale for adding the course:
The proposed 3-credit course will be an option for all Psychology minors, who currently are requred to take a 2-credit experiemntal psychology lecture course (PSYC 3201)and 1-credit experimental psychology lab (PSYC 3101) that are both tailored to psychology majors. The proposed course will better meet the needs of psycyhology minors and also reduce enrollment demands our expermental psychology course for psychology majors. So, minors can choose between this course or PSYC 3201/3101.

All fields below are required

Subject Prefix and # PSYC 3340

Title (29 characters or fewer): Research Methods

Dept. Administrative Code : 0

CIP Code 42.2704

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
This course introduces students to key concepts, research designs, measurement issues, and conceptual debates underlying research findings in the behavoral sciences. Thec course reviews distinctions between science and pseudoscience, and the strengths and weaknesses of experimental, correlational, and observational research. Course goals include 1) increasing students' knowledge of research methods and 2) increasing students' ability to think in terms of evidence, and quality of evidence, when evaluating scientific claims and common beliefs about human behavior and mental processes.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

☒A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)

☐ E Independent Study
☐ F Private Lesson
☐ P Specialized Instruction
☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
PSYC 1301	C	N
PSYC 1303	C	N

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Psychology majors CANNOT take the course
Major	Not open to PSYC Majors

Minor in Psychology
Return to: Degree Programs

Degree Plan

Course ListCode	Title	
Required Courses:		Hours
PSYC 1301	Introduction to Psychology	3
PSYC 1303	Statistical Methods	3
~~PSYC 3101~~	~~Lab for Gen Exper Psyc 1~~	
~~PSYC 3201~~	~~Gen Experimental Psychology 2~~	
Select one of the following:		3
PSYC 33XX[C]	Research Methods	
OR		
PSYC 3201[C]&PSYC 3101[C]	General Experimental Psychology & Lab	
Select one of the following:		3
PSYC 3320		
Learning & Memory		
PSYC 3330		
Sensation and Perception		
PSYC 3331		
Cross-Cultural Psychology		
PSYC 3346		
Drugs of Abuse and Behavior		
PSYC 3348		
Cognitive Psychology		
PSYC 3350		
Health Psychology		
PSYC 4301		
Psychological Testing		
PSYC 4310		
Adolescent Development		
PSYC 4311		
Advanced Topics Dev Psyc		
PSYC 4312		
Advanced Abnormal Psychology		
PSYC 4313		
Physical & Cognitive Aging		
PSYC 4315		
Psych of Criminal Behavior		
PSYC 4321		
Judgment and Decision Making		
PSYC 4324		

Psychobiology
PSYC 4341
Motivation & Emotion
PSYC 4345
Seminar in Psychology

Select six hours of upper division Psychology of the following: 6
PSYC 3315
Psychology and the Law
PSYC 3320
Learning & Memory
PSYC 3330
Sensation and Perception
PSYC 3331
Cross-Cultural Psychology
PSYC 3346
Drugs of Abuse and Behavior
PSYC 3347
Behavior Modification
PSYC 3348
Cognitive Psychology
PSYC 3350
Health Psychology
PSYC 4301
Psychological Testing
PSYC 4309
History & Systems Psychology
PSYC 4310
Adolescent Development
PSYC 4311
Advanced Topics Dev Psyc
PSYC 4312
Advanced Abnormal Psychology
PSYC 4313
Physical & Cognitive Aging
PSYC 4315
Psych of Criminal Behavior
PSYC 4316
Language and Cognition
PSYC 4317
Advanced Statistics
PSYC 4321
Judgment and Decision Making
PSYC 4324
Psychobiology
PSYC 4341

Motivation & Emotion PSYC 4343 Seminar in Meta-Analysis PSYC 4345 Seminar in Psychology PSYC 4352 Independent Research PSYC 4353 Honors Thesis	
Total Hours	18

PSYCHOLOGY 4345 (CRN 34483)
June 7th to August 3rd 2020
Seminar in Psychology:
Experimental Psychology for Psychology Minors
Virtual Class Meetings: Thursdays 9:00 a.m. – 11:30 a.m.
Weekly Individual Meetings: TBD

Instructor: Lawrence Cohn, Ph.D.
Office: 118 Psychology Building
Contact: **E-mail:** **Lcohn@utep.edu;** 747-6567
Office Hours: By appointment

Textbook: *Research Methods in Psychology: Evaluating a World of Information* (3rd edition, 2018) by Beth Morling, W.W. Norton & Company, New York, N.Y.

Additional Readings: I will provide 'pdf' copies of additional readings.

WELCOME!!! This course will introduce you to many important concepts, research designs, measurement issues, and conceptual debates underlying research findings in psychology and the behavioral sciences. We also will discuss the distinction between science and pseudoscience, the alleged replication crisis in psychology, and the strengths and weaknesses of experimental, correlational, and observational research. The material that we review in the course is quite exciting and has implications for many majors, disciplines, professions, and everyday decisions.

To help introduce key issues in experimental psychology, we will spend several days discussing several remarkable claims and phenomena, including the following:

1) 'intelligent design' and an associated federal court case
2) a remarkable horse (named Clever Hans) that solved complicated math problems
3) dowsing rods that are used to search for hidden sources of water and minerals
4) *facilitated communication* techniques that allegedly help autistic children communicate extensively with parents and teachers
5) a world renowned psychic (Uri Geller) who claimed to communicate telepathically and bend spoons using mental powers (and we will watch a video of Geller and other magicians allegedly displaying these feats).

We will design studies to test each of the latter remarkable phenomena and claims. We won't conduct the studies themselves but we will identify the necessary experimental design features that would underlie rigorous tests of each claim. The latter exercises and discussions will lay the foundation for much of the course. We will also discuss key principles guiding the ethical conduct of research with animals and humans.

The course has several goals, including 1) increasing your knowledge of key research design issues in the psychology and the behavioral sciences, 2) increasing your empirical orientation

towards knowledge, and 3) increasing your ability to draw connections between research and your everyday life. More generally, the course should increase your ability to think in terms of evidence, and 'quality of evidence', when evaluating claims about human behavior and mental processes.

Class Format:

This course will be a mixture of Virtual Class Meetings (once per week) and discussions, in-class virtual tasks, virtual assignments, virtual group tasks, and readings. Please complete all assigned readings and tasks before coming to class each week! The tentative topics and reading assignments for each class are provided on the attached pages. We may deviate from this tentative schedule, so the dates and topics are intended as rough guides for where we will be throughout the semester.

Writing Assignment and 'Hands-On" Writing Exercises:

A writing assignment has been incorporated into the course (described below). Learning to write clearly is a skill that should benefit you in almost any profession or professional pursuit. Thus I have incorporated into the course two in-class hands-on writing exercises that should help you practice several easy-to-adopt tips for writing clearly.

Class Participation and Attendance

'Virtual' attendance of our weekly meeting is critical for you to master (and enjoy) the course material; thus please make every effort to attend (on time) our virtual class meetings**.** Class attendance has been shown to improve grades and graduation success. So don't skip-out on class….for lots of reasons!

Quizzes (20% of course grade):

Two quizzes will be administered during the course. The quizzes will be based on reading assignments and material discussed in class. Each quiz will contribute 10% to your final course grade.

Examinations (50% of course grade):

Two exams will be administered during the course. The tentative exam dates are provided on the next pages. **The exam dates are tentative, so please do not plan business trips or other obligations around the latter dates.** Each exam contributes 25% to your course grade. Exams will be a combination of essay, short answer, and multiple choice. **If you miss one exam then you will be permitted to take a comprehensive make-up exam at the end of the summer term on Friday July 31st 2020, the last day of classes.**

Five Page Paper (20%):

Students will be required to write a 5-page paper. Papers must be typed and double-spaced. The paper contributes 20% to your course grade. I will distribute the writing assignment during the 2nd week of class. **The paper is due by midnight on Monday July 27th 2020, a few days before the end of the summer term.** Note that we will meet on July 30th to review your papers and discuss easy-to-adopt strategies for improving your writing. The latter 'writing session' should help you succeed in many courses and professional pursuits. Submitting your papers by July 27th will give me sufficient time to read each paper by July 30th. Thus please DO NOT ask for an extension. I will not give extensions unless you are hospitalized or subject to some other extreme emergency. Late papers will have their grades lowered by one letter grade (e.g., an "A" paper become a "B" paper). Papers should be carefully crafted and clearly written. Unclear writing often reflects unclear thinking. To help you develop your writing skills, we will spend part of two class sessions reviewing writing tips and completing hands-on writing exercises that should improve your writing skills. I will ask you to submit several of your drafts along with your final 'paper', so please save your drafts!

Group Projects (10% of course grade):

Throughout the course I will ask you to work in small groups to develop research designs that test a variety of hypotheses. These group tasks will be a bit like solving puzzles and you will need to work together to help solve each puzzle (that is, design a specific research study to help answer an interesting practical question). These group tasks will sometimes be completed in class but some group tasks may require briefly working together outside of class (either virtually or via email, phone, or other means of communication (excluding mental telepathy!).

Strategies for Success in this Course

Many talented students may stumble in Experimental Psychology because they do not invest the time needed to succeed in the course. This problem can be magnified during the summer classes, where the increased meeting time each week is often not accompanied by an increase in studying time. **Remember this rule of thumb:** For every three (3) credit hour course that you take during a regular (fall or spring) semester, you should spend 3 hours attending class each week and 7.5 hours studying outside of class! Thus for a Summer Session course that meets for approximately two months (June & July) **you should spend A MINIMUM OF 13 HOURS STUDYING AND WORKING ON COURSE ASSIGNMENTS EACH WEEK** in addition to attending our weekly virtual class session. I have designed the course, the readings, and the assignments with the latter time commitment in mind.

You should read all of the assigned material, and you should read the material more than once. Most importantly, interact with the material!! Write comments in the margins of the reading material, type up your notes, discuss the material with friends (or even enemies), or just close the door to your room and review the material aloud! Actively engaging material is absolutely critical for your success in any course. Passively reading a chapter or article just once is useless. At the university level, you are expected to master material in a non-trivial way. Hence the need to genuinely commit the type of time and energy described above in order to get the payoff that you desire. The material that we will read and review this 'semester' is very exciting and has numerous

practical implications. So please make sure that you give yourself sufficient time to read and digest the material.

Virtual Classroom & Individual Weekly Meetings

We will meet 'virtually' as a class once per week for 2.5 hours. In addition, I will meet with each of you individually for approximately 30 minutes per meeting to give you a chance to discuss the material in greater depth with me. I think that you will enjoy these individual meetings because the material that we review this 'semester' is so engaging and relevant to our everyday life and I'd like you to have the opportunity to discuss the material and raise questions in a relaxed non-class like 'virtual' setting.

A NOTE REGARDING ACADEMIC HONESTY, INTEGRITY, AND DISHONESTY

Please make sure that you are the sole author of your 'term paper'. Do not plagiarize or ask a friend or company to write your paper. To help you avoid plagiarism I have attached two brief documents handouts from UTEP's Office of Student Conduct and Conflict Resolution that describe plagiarism and how to avoid it. In addition, when discussing research findings please use your own words. Do not cut and paste a montage of quotes from the authors themselves! Your task is to express the ideas in your own words.

Academic integrity and academic honesty are highly valued at UTEP. The Office of Student Conduct and Conflict Resolution (http://sa.utep.edu/osccr/academic-integrity/) notes the following: "…students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty…"

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

"Cheating: Copying form the test paper of another student; communicating with another student during a test; giving or seeking aid from another student during a test; possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.); substituting for another person to take a test; falsifying research data, reports, academic work offered for credit.

"Plagiarism: Using someone's work in your assignments without the proper citations; submitting the same paper or assignment from a different course, without direct permission of instructors

"Collusion: Unauthorized collaboration with another person in preparing academic assignments"

NOTE: Please do not fall behind in your readings or your class attendance. If you have questions about the readings or class material then please come see me - **I enjoy meeting with students!**

TENTATIVE SCHEDULE

DATE **TOPIC**

Week of June 8th

INTRODUCTIONS, SYLLABUS REVIEW, BACKGROUND ASSESSMENT, & INITIAL CONCEPTS

READING ASSIGNMENT

1. Morling, Chapter 1

Scientific Method, Magic, and Faith Healing

READING ASSIGNMENT

2. Morling, Chapter 2

3. Rosenthal , R. (1965). Clever Hans: a case study of scientific method. In Clever Hans (the horse of Mr. Von Osten, by Oskar Pfungst, Edited by R. Rosenthal, 1965, Hiolt, Rinehart, and Winston, New York, N.Y.

Week of June 15th

Scientific Method

READING ASSIGNMENT

4. Memorandum Opinion (December 20, 2005):
   Case No. 04cv2688
   Tammy Kitzmiller, et al. vs Dover Area School District

Scientific Method: Science & Intelligent Design

READING ASSIGNMENT

5. Morling, Chapter 3

Week of
June 22nd

QUIZ #1
&
Research Design:
Literature Review &
Intro to Meta-Analysis,
& Effect Sizes

READING ASSIGNMENT
6. Morling, Chapter 4 & 5

Research Design: Ethics

READING ASSIGNMENT
6. Morling, Chapter 4 & 5

June 24th **Quiz #1**

Week of
June 29th

Research Design:
Measurement Issues

WRITING EXERCISE I
Hands-on writing exercise; review (anonymous) examples from students' prior papers

READING ASSIGNMENT:
Morling, Chapter 6

Week of
July 6th

Research Design:
Surveys & Observations

READING ASSIGNMENT:
To be announced

July 7th

EXAM #1
&
Research Design :
Sampling & Statistics,

	Reading Assignment : Morling, Chapters 7 & assigned pdfs
Week of July 13th	**Research Design : SamplinG & Statistics, (con't)** **READING ASSIGNMENT** To be announced
	Research Design : Sampling & Statistics, (con't) **READING ASSIGNMENT** Morling, Chapter 8
Week of July 20th	**Correlational Designs** **READING ASSIGNMENT:** Morling, Chapters 10 & 13
	Quasi-Experimental and Experimental Designs **READING ASSIGNMENT:** Morling, Chapters 10 & 13
July 22nd	**<u>QUIZ #2</u> & Quasi-Experimental and Experimental Designs** **READING ASSIGNMENT:** Morling, Chapters 11

Week of
July 27th

July 27th **5-Page Term Papers Due (no extensions)**

Confounding Variables
READING ASSIGNMENT:
Morling, Chapter 14

Replication & the
Crisis of Reproducibility

READING ASSIGNMENT:
pdf's to be assigned

July 29th **Exam #2**

July 30th **Hands-On WRITING EXERCISE II:**
Hands-on writing exercise; review (anonymous) examples from students' term papers

July 31st **Comprehensive Make-Up Exam** (only for students who missed Exam #1or Exam #2).
