Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: PSYCH 321: Research Methods

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. PSYCH 321 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

PSYC 321: Research Methods provides a thorough overview of the research process and the value of research in understanding how psychologists advance our evidence-based knowledge of human behavior. This is an important course for students majoring in psychology. Completion of this course should confirm a student’s interest in psychology as a major and lead each student to an enhanced curiosity about human behavior. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Find, read, and comprehend psychology journal articles
- Write a manuscript using APA style and format and present the outcomes of that manuscript either in a mock poster presentation or via podcast
- Use and understand basic statistical methods
- Understand basic experimental and quasi-experimental research designs
- Conduct an empirical research project, gathering and analyzing data
- Comprehend the ethical implications of conducting research
- Experience increased confidence in your skills and abilities as a psychology major

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

POLS 200: Introduction to Politics: All posted pdf reading assignments will be checked for readability by a screen reader on an as-needed basis. (The department will ask Academic Technologies for assistance with a review of these electronic materials.) Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource center.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 1.2, 1.3, 1.4, & 1.6: Write effectively | * Adopts an appropriate voice, tone, and level of formality  
* Uses the text conventions of writing in a field professionally  
* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions  
* Controls mechanical features such as syntax, grammar, and punctuation | Find, read, and comprehend psychology journal articles | Students complete multiple journal article summaries where they locate articles relevant to their research topic and write a structured one-page summary of each article. | A review of PsycINFO practices is provided and resource materials on how to read a journal article. Each student gets a journal article summary returned with feedback prior to turning in the next assignment. |
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<td>ULO 1.1-1.6: Write effectively</td>
<td>Write a manuscript using APA style and format</td>
<td>Students work throughout the semester creating each section of a complete APA research manuscript by submitting a draft of each of 5 sections of the paper, receiving feedback, and handing in a final manuscript.</td>
<td>Throughout the semester, students will complete smaller assignments that accumulate to a complete APA manuscript by the end of the semester. Assignments are consistently graded for APA style and format, with numerous print and online resources made available to students.</td>
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<td>* Focuses narrowly on a clear purpose</td>
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<td>* Adopts an appropriate voice, tone, and level of formality</td>
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<td>* Uses the text conventions of writing in a field professionally</td>
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<td>* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<td>* Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
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<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
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| ULO 1.1, 1.2, 1.3, & 1.6: Write effectively | * Focuses narrowly on a clear purpose  
* Adopts an appropriate voice, tone, and level of formality  
* Uses the text conventions of writing in a field professionally  
* Controls mechanical features such as syntax, grammar, and punctuation | Conduct an empirical research project, gathering and analyzing data | Students generate a limited number of research questions for an omnibus survey which is administered to our introductory psychology subject pool; each component of the process is graded. | Students learn these skills by doing; they create original survey questions, they administer these questions “live” to research participants, then code and enter data in SPSS, and they analyze the outcomes using skills originally obtained in PSYC 295 Statistical Methods and continuously honed in PSYC 321 Research Methods. |
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<td>ULO 2.1-2.5: Communicate Effectively as Speaker</td>
<td><em>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported&lt;br&gt;</em> Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority&lt;br&gt;* Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways&lt;br&gt;* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion&lt;br&gt;* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident</td>
<td>Report on the outcomes of original research either through a mock poster session or by generating a podcast</td>
<td>Depending on the section being taught and instructor preference, students either present their work as part of a mock poster session at a conference or create a 3-4 minute podcast with a summary of the key outcomes from their own original research.</td>
<td>I provide instruction on best practices in podcast creation by sharing one of my podcasts; listening to podcasts in class with do’s and don’ts. Access podcast technological expertise by utilizing experts from Academic Technologies. Poster instruction is achieved by providing multiple examples of actual posters presented at regional and national conferences by psychology faculty and students.</td>
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<tr>
<td>Non-ULO Course LO’s</td>
<td>Comprehend the ethical implications of conducting research</td>
<td>Students complete training via the CITI program ethics protocol and must produce a completion certificate as evidence of basic comprehension of ethical principles prior to conducting human subjects research.</td>
<td>Students participate in the self-paced CITI program ethics training system, and must exit that system with a passing score in order to pass the class and work with human participants. Class lectures are devoted to a comprehensive review of research ethics and how it applies to the projects students are conducting.</td>
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<td>Non-ULO Course LO’s</td>
<td>Experience increased confidence in your skills and abilities as a psychology major</td>
<td>Students provide their non-evaluated answers via clicker questions at the beginning and end of each semester.</td>
<td>By providing students small steps with frequent and quick feedback, opportunities for confidence-building abound. Rather than have one large paper due at the end of the semester, in essence they write 5 smaller sections of a paper, each with individualized feedback, before rolling all drafts and revisions into an original and empirical APA manuscript.</td>
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<td>Non-ULO Course LO’s</td>
<td>Understand basic experimental and quasi-experimental research designs</td>
<td>Students answer multiple clicker questions about these topics throughout the semester and evidence is also demonstrated by the accuracy of the design used to answer self-generated research hypotheses.</td>
<td>Lectures with PowerPoint supported materials are provided to students with multiple examples for each kind of research design under consideration. Students are also exposed to different types of research designs as they read previously published journal articles as part of their literature review for an Introduction section.</td>
<td>5-16-2013</td>
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Foundational Studies Program Director Signature  Date