

PSY 3438.02: Research Methods
Lab M 1:00-1:50; Class MW 2:00-3:15
Doyle Hall 103, CRN: 60244

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Office hours: Monday 11:30-12:50, Wednesday 11:30-12:50, & by appointment

Course: The purpose of this course is to provide you with an overview of psychology research methods from the formation of a research question to presenting research findings (the research comes in the middle). During the course I will work to integrate views from a number of different areas within the broader umbrella of psychological research in order to provide you with a better sense of the diversity of research questions that can be answered using psychological methods. I look forward to getting to know each of you as a student and scientist.

Course Prerequisite: PSYC 2301 - General Psychology; PSYC 2317 - Statistics

Course Objectives:

1. Students will develop their scientific literacy and reasoning abilities through firsthand evaluation of and engagement in scientific research. They will be able to demonstrate this ability in the design, execution, and presentation of a psychology research project.
2. Students will become critical consumers of information about psychological research both through gaining an in-depth knowledge base of psychological research methods and through the critical evaluation of research methods presented in scientific reports and popular media.
3. Students will strengthen their ability to effectively communicate ideas to both a scientific and lay audience about psychological research design and findings both orally and in written form.

Relevant Department of Psychology Learning Outcomes:

1. Students will compare favorably to other students from similar psychology programs.
3. Students will demonstrate effective written communication by successfully crafting papers based on issues/ideas/theories and research.
5. Students will demonstrate their ability to solve problems by engaging in laboratory research and experiential fieldwork and demonstrate their proficiency in psychological methodology.

Required texts: (available at the book store, through Amazon, and as an eTextbook)
White, T.L. & McBurney, D.H. (2013). *Research Methods* (9th ed.). Wadsworth/Cengage
Learning: Belmont, CA. ISBN: 1111840628

I hope you find this book to be an informative and interesting companion to lecture. In preparation for this course, I evaluated many psychology research methods texts and found this book to be one of the best written and most engaging. Moreover, the authors work to integrate modern examples that cover a diversity of interesting research topics in psychology.

The book has a student companion website (http://www.cengagebrain.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781111840624&token) with practice quizzes, chapter outlines, and a variety of other helpful materials available.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. ISBN: 1433805626

The APA publication manual is a resource that many psychologists rely on almost daily. The answer to any questions that you have about APA style should be able to be found in the manual. Please keep in mind that part of the purpose of this class is learning how to write using APA style and will be a significant portion of your paper grades.

Additional required readings will be made available on our class's BlackBoard site under *Course Documents*.

ASSIGNMENTS & GRADING:

My goal in creating assignments and assessments for this class was to provide multiple opportunities for gaining points and showing mastery, with later assignments (following feedback) factoring more into your category total than earlier assignments.

Quizzes: (30% of grade)

Every **Thursday** you will receive a **take-home quiz consisting of multiple choice and/or short answer questions** covering the week's readings and lectures. Each quiz will be worth 10 points total. These quizzes are meant to both assess your understanding of the course material and to encourage you to use your knowledge in application-based questions. **All of the lecture and reading material from the week is fair game** for the quizzes. **Quizzes will be open note, but collaboration (working with other students) is prohibited.** Quizzes will be due on **Monday at 11:00 am.***

There will be a total of 14 quizzes (10 points each) and you will be able to **drop your lowest quiz grade** resulting in a total of 130 possible points.

There will not be a midterm or a final. Over the course of the semester, you will answer approximately 120-140 quiz questions (based on the final number of short answer and multiple choice questions) – or roughly the same amount of questions you would have had total on a

* Quiz 11 falls over the Easter break and it will be due on Tuesday, Apr. 7th at 11:00 am.

midterm and a final. Using frequent quizzes rather than exams has been linked to better overall performance both in the course using quizzes and in other courses occurring the same semester (Pennebaker, Gosling, & Ferrell, 2013).

Quiz make-up policy: Given that these quizzes are take-home quizzes that will be given online and will be available for multiple days, there should not be a need to make-up quizzes. *If there are extenuating circumstances and you are not able to complete a quiz during the time specified, please contact me.*

Lab Activities & Class Participation: (12.5% of grade)

Attendance. Given the large amount of material being covered in this class, attendance is critical. **Each student will be permitted TWO (2) absences.** After 2 absences, for every additional absence, **5 points will be deducted** from your final participation grade. *If there are extenuating circumstances and you think that you will need to miss more than 2 classes, please contact me.*

Late policy: Class announcements and lecture will begin promptly at 1:00 (lab) or 2:00 (lecture). I understand that busses and other classes run late and that traffic can be hectic so I will not count you as late until 10 minutes after the start of the lab or class period. If you come in after 10 minutes, it will count as **half an absence**. If you come in late, please do your best to enter quietly.

Lab activities. During each lab session, there will be a written or participation based component. Completing the lab's activity will be worth 1 point/lab. Including the first day of class, there are **12 lab points possible**. Be sure to sign in on the day of lab and to turn in any necessary papers or materials before leaving class for the day to procure your lab points. You will have the opportunity to **make up 1 lab activity**. If you need to make up a lab activity, please email Professor Clegg within 24 hours of missing the lab to arrange for the make up activity.

Participation points. I want to encourage each member of the class to meaningfully contribute to class discussion. Over the course of the semester, you will have the opportunity to earn **27 participation points**. A participation point can either be earned through a question or point of clarification during lecture or a statement made during whole class discussion (max of 3 points/class). Students should keep track of their participation on a scratch piece of paper and can turn in newly earned points to the professor at the end of the lecture. It is the student's responsibility to turn in and keep track of their points as they are updated in the BlackBoard grade book. Participation points will be updated by each Friday evening in the BlackBoard grade book.

IRB training. For this assignment, you are to complete a comprehensive online ethics training module. All students, staff, and faculty members who conduct human subjects research through St. Edward's University are required to complete research ethics training. The online training is offered through the CITI program at www.citiprogram.org. Once the training has been completed, it is valid for 3 years. Training completion certificates must be submitted to Professor Clegg via email. **The completion of this assignment is REQUIRED IN ORDER TO BE ABLE TO COLLECT DATA FOR THE EXPERIMENTAL RESEARCH STUDY.** Completion of IRB training is worth **16 points** and is due **January 28th**.

Observational Research Project: (15% of grade)

During the first part of the semester (Feb. 2 – Feb. 27) you will be completing an observational research project as a class. This project will give you structured experience with:

- *Study design* – We will be determining and operationalizing the variables of interest (independent & dependent) as a class.
- *Data collection* – Each student will be responsible for collecting data for the project.
- *Scientific Writing* – Students will each turn in a Final Paper for the observational research project that consists of a brief introduction, methods, results, & discussion section. This paper is meant to give students a low-stakes experience with scientific writing before completing their experimental research project.

Background. A number of recent studies (see Sana, Weston, & Cepeda, 2013) have found that computers and tablets may do more harm than good in the classroom even though students often seem to perceive the presence of their computer in class as a positive tool for learning rather than a distraction (Barak, Lipson, & Lerman, 2006; Mitra & Steffensmeier, 2000; Skolnick & Puzo, 2008). Taking notes on a computer has been linked to lower levels of material retention (Mueller & Oppenheimer, 2014). Moreover, the presence of a computer in the classroom can be a distraction to both the user and those around him, resulting in lower retention rates for all parties involved (Sana, Weston, & Cepeda, 2013). Though positive evidence exists about computer use – suggesting that eBooks, text on computer screens, and text on paper readings result in similar levels of comprehension (Margolin, Driscoll, Toland, & Little Kegler, 2013) – research findings seem to fall on the side of *no computer policies* in classes. The purpose of this project is to assess a dependent variable of interest to the class based on observational research of undergraduate students either using or not using their computers in classroom settings.

Observational research project study design. As a class we will design a study that will measure a two-level independent variable (computer use vs. no computer use) and a two-level dependent variable that will be determined by the class on **Feb. 2**. We will work together as a class to come up with operational definitions for each level of each variable.

Observational research project data collection. Each student will observe four class of their own class periods (classes that they are enrolled in other than methods). Students will organize their data in a provided Excel sheet and return this to Professor Clegg via email by **5:00 pm on Friday, Feb. 13**. Completion of data collection is worth **7.5 points**.

Peer review of paper. Editing other peers' papers can be very helpful in helping to look at your own work with fresh eyes. You will be submitting drafts of your observation research project paper and then I will distribute them throughout the class. The editing process is completely anonymous – your name will not be tied to your paper or your edits. Your drafts are due via BlackBoard on **Friday, Feb. 20 by 5:00 pm (2.5 pts.)**. Your peer review is due **Monday, Feb. 23 by 5 pm (5 pts.)**.

Observational Research Project: (cont.)

Observational research project final paper. Students will complete a paper based on the instructions provided on BlackBoard. Rather than focusing on writing an entire research manuscript, students will write an abbreviated version, concentrating on the Methods and Results sections and APA style. The final paper will be due by **5 pm on Friday, Feb. 27** and will be worth **35 points**.

Component	Due Date	Points Possible
Data Collection	Feb. 13	7.5
Draft for peer review	Feb. 20	2.5
Peer review	Feb. 23	5
Final Paper	Sept. 30	35
Total Points Possible		50

Experimental Research Project: (30% of grade)

You will work in pairs or groups to complete an experimental research project and apply your knowledge of study design to explore one of a number of **preapproved topics**. Experimental research project groups will be assigned based on interest (**Topic rankings due Feb. 2**). This project will give you structured experience with:

- *Study design* – You and your partners will be selecting your variables of interest and designing a study to assess your research question. You will also complete an IRB proposal in order to gain experience presenting your research ideas and developing study materials.
- *Data collection* – Each student will be responsible for collecting data for the project.
- *Scientific Writing* – Building on students' previous experience with the observational research study final paper, students will write a full APA style manuscript. Students will turn in multiple drafts of their manuscript and have the opportunity to gain feedback from both the professor and peers.

Article summaries. Each student will turn in a summary of their group's preliminary research proposal and two relevant articles (2 unique articles/person). Research proposals are due on **Feb. 16. (12.5 points)**

Preliminary research proposal. Each group will turn in a brief overview of their experimental research project on BlackBoard on **Feb. 18. (5 pts)**

Study materials & IRB proposal. Each group will complete one IRB proposal to be submitted to and reviewed by the instructor (**due by 10 am on Monday, Mar. 2 via BlackBoard**). The IRB proposal assignment is modeled after the IRB requirements at St. Edward's. This assignment provides the opportunity for the instructor to provide feedback on the research design before data collection begins. **(20 points)**

Introduction & Methods Peer Editing. Students will edit each others' papers during our lab meeting on Mar. 9. Bring a **printed** copy to lab.

Experimental Research Project: (cont.)

Introduction & methods. Each student will submit a paper containing the full introduction and methods sections of their APA manuscript. Experimental research project pairs can use the same sources, but the contents of the paper should be unique. The introduction & methods paper is due (on BlackBoard) by 5 pm on **March 13. (40 points)**

Data collection. Each student is responsible for collecting 16 *useable* participants. Group members can and should work as a team to complete data collection, but each student will turn in 16 consent forms. An excel sheet of the group's data is due **Sunday, March 29th by 5 pm via email** and consent forms will be checked the next day in lab. **(15 points)**

Peer review of final paper. You will be submitting drafts of your observation research project paper and then I will distribute them throughout the class. The editing process is completely anonymous – your name will not be tied to your paper or your edits. Your drafts are due via BlackBoard on **Friday, Apr. 3rd by 5:00 pm (2.5 pts.)**. Your peer review is due **Wednesday, Apr. 8th by 12 pm, noon (5 pts)**.

Final paper. Each student will submit a full APA manuscript (BlackBoard) on **Friday, Apr. 10th by 5 pm**. Experimental research project partners are permitted (and encouraged) to use the same sources, but the only section that can be the same in each paper is the **RESULTS** section. Papers will be graded on both feedback and the incorporation of edits from earlier drafts. **(75 points)**

Self & Peer evaluations. Students will have the opportunity to evaluate their performance and their partner's performance and contributions to the experimental research project. Evaluations will be due **Apr. 15 via BlackBoard. (5 points for completing evaluation, 10 points based on team feedback)**

Component	Due Date	Points Possible
Article Summaries	Feb. 16	12.5
Preliminary Research Proposal	Feb. 18	5
Study Materials & IRB Proposal	Mar. 2	20
Introduction & Methods Peer Editing	Mar. 9	LAB
Introduction & Methods	Mar. 13	40
Data Collection	Mar. 29	15
Draft of Final Paper	Apr. 3	2.5
Peer Review of Final Paper	Apr. 8	5
Final Paper	Apr. 10	75
Self & Peer Evaluations	Apr. 15	15
Total Points Possible		190

Experimental Research Project TED Talk: (12.5% of grade)

TED talk: /ted•talk/ (*noun*) A short, powerful talk that passionately presents an idea with the ability to change attitudes and lives (and maybe the world)

- from *ted.com*

At the end of the semester you will be preparing a ten-minute TED talk about your experimental research project. This assignment is inspired by a number of goals:

1. To allow you to conduct an in-depth investigation of a topic in psychology that sparks your interest and gain experience with experimental psychological research methods.
2. To develop your ability to synthesize and share findings from psychological research.
3. To encourage clarity in your written and verbal presentation of ideas.

Given that I would like to present public speaking in as non-threatening of a way as possible, the ultimate product of this assignment will be a taped presentation[†] that you will post to the class's BlackBoard site. By having you tape your presentations, I am giving you the opportunity to evaluate your own performance before you turn in your final product and removing the pressure of an audience.

You will work your way to your final TED talk presentation through a series of assignments meant for you to receive several rounds of feedback from me and your peers.

TED Talk Anticipated questions:

- ❑ ***I am petrified of public speaking and get really, really nervous. What am I going to do?***
By shifting your audience from a classroom to a camera and by providing multiple opportunities for practicing your talk and getting feedback along the way, I am hoping to alleviate the stress that can accompany public speaking. That being said - my door is always open and I am more than happy to work with you along the way with tips and opportunities for additional practice and feedback.
- ❑ ***How will I film my presentation?*** I recommend reserving a study room with a projector in the library (<https://liblabs.stedwards.edu/studyrooms/>). Your filming does not have to be incredibly high quality, so you can feel free to use your smartphone or computer to film as long as I can see you and the screen with your media. You can also rent video equipment through the New Media Center (<http://think.stedwards.edu/clams/digital-production-equipment-loans>). I recommend working with your evaluation group members and experimental research project partners to coordinate filming.
- ❑ ***Why can't I use notes during my filmed presentations?*** Part of what is so engaging about TED talks is the rapport that the speaker builds with the audience due to an absence of notecards and slides full of text. I don't intend for you to memorize your script by any means, but rather I want you to use it as a guide while you are talking about your topic of interest. Remember – this is a conversation with the audience, not a lecture.

[†] If you are interested in presenting your final TED talk live during our TED talk premiere, you are welcome to do so.

TED Talk Assignment Schedule:

Assignment	Description	Points	Date due
<i>TED Talk Assessment Worksheet</i>	As an introduction to TED talks and the course, you will watch two TED talks covering topics in psychology and evaluate the speakers' content and style.	5	Apr. 13
<i>Script & slides for presentation</i>	You will prepare a script and supporting media for your TED talk based on the guidelines provided.	50	Apr. 20
<i>Partner evaluations</i>	Using the Presentation Rubric provided, you will evaluate the performances of your two group members in person during class. I will provide hard copies of the rubric in class.	5	Apr. 29
<i>Practice w/ Prof. Clegg</i>	You will give a practice version of your talk to me so that I can give you constructive feedback before you film/present your final talk. *Completion grade	10*	Apr. 28- May 1
<i>Filmed full presentation</i>	After receiving feedback on your full script and practicing your performance in person with your peers and Prof. Clegg, you will film yourself presenting your full talk and upload the file to BlackBoard. You will also need to upload a copy your edited script.	20	May 5 by 5 pm
Total points possible		90	

Calculating your final grade: In order to calculate your final grade:

$$(\text{Quizzes: } \frac{\quad}{130} \times .3) + (\text{Participation: } \frac{\quad}{55} \times .125) + (\text{Obs. RP: } \frac{\quad}{50} \times .15) + (\text{Exp. RP: } \frac{\quad}{190} \times .3) + (\text{TED: } \frac{\quad}{90} \times .125) = \text{FINAL GRADE}$$

I will include a column on the BlackBoard grade book to help you keep track of your final grade.

Category	% of Final Grade	Final Course Grades Will Be Determined As Follows:
Weekly Quizzes	30%	
Lab Activities & Class Participation	12.5%	B = 80-89.9%
Observational Research Project	15%	C = 70-79.9%
Experimental Research Project	30%	D = 60-69.9%
TED Talk	12.5%	F = ≤ 59.9%

‡ 13 highest quiz grades

ASSIGNMENT POLICIES:

Due dates and late policies: Unless otherwise noted, all assignments are due by the beginning of class/lab (Mondays – 1:00 pm; Wednesdays – 2:00 pm). A deduction of 15% will be made for each 24 hours an assignment is late. Late assignments will **NOT** be accepted **after 5 calendar days** (counting weekends) after their due date. I have made all due dates available with this syllabus (in multiple places) and in the course calendar, please make sure to mark these dates and start planning for completing your assignments.

If you feel that you will need an extension or are having trouble completing an assignment, please contact me AS SOON AS POSSIBLE and no less than 5 business days before the assignment is due. *I understand that each of you has a life outside of being a student and that unforeseen circumstances can arise.*

Challenging grades/regarded assignments: I am open to reviewing and discussing grades. Disagreements on grades can reflect deeper reflection about the material and offer opportunities for further discussion. Challenges to grades will need to be put in writing – you will need to carefully explain your reasons for challenging your grade. Please turn this in with the original graded copy of your assignment and any accompanying rubric **by the beginning of the next class meeting**. I will read over your challenge justification and then provide in writing my reasons for adjusting or not adjusting your grade.

COURSE POLICIES:

Attendance: Attendance is mandatory and lecture content will be featured heavily in quiz content (30% of grade) and it is not possible to earn participation points (12.5% of grade) without attending class. If you experience circumstances that necessitate an extended absence from class, please contact me as soon as you can.

Religious holidays: Religious holy days might conflict with the quiz and due date schedule I have outlined. If you are missing a class due to the observance of a religious holiday, please contact me at least 14 days prior to your anticipated absence so we can work out when any assignments due on that day can be turned in.

Computer Policy: No computers or tablets will be allowed in class unless their use is required for a lab or class activity. A number of studies (see Sana, Weston, & Cepeda, 2013 for an overview) have indicated that laptops hinder learning for both laptop users and those around them. I will make copies of PowerPoints and Prezis available before each class session to help structure your note taking.

Email: I will do my best to respond to emails within 24 hours on weekdays. On weekends (Friday, 6 pm – Monday, 8 am) I will do my best to respond promptly, but please give me until Monday morning. If your email is urgent, please write URGENT in the subject (this should be reserved for emergencies).

Academic Integrity & Plagiarism: Academic dishonesty will not be tolerated. All forms of cheating, including collusion, violate the academic integrity policy at SEU. Consequences for all forms of cheating will be in accordance with University policies. The St. Edward's University Undergraduate Bulletin and the Student Handbook state that a student who is dishonest in any work may receive the maximum penalty of a mark of F for that course. Withdrawal from a course is not allowed when an F in the course for academic dishonesty has been imposed. Students caught committing academic dishonesty in this course will be subject to the full range of penalties as described in the Undergraduate Bulletin and in the Student Handbook. Please refer to the SEU Student Handbook for further details.

Cheating on quizzes, plagiarism, or receiving unapproved aid on class assignments undermines your learning opportunities and the integrity of SEU as an academic institution. I will use computer software to check writing assignments for plagiarism. If you are struggling with writing, please visit me during office hours or set up a time to meet with me.

Students with disabilities: I welcome the opportunity to work with students with diverse abilities and background experiences. Any student who needs an accommodation based on the impact of a documented disability should contact me after class, during office hours, or via email to discuss your specific needs so that we can work on a plan that best fits you. Please email me as soon as possible or as soon as you become aware of your disability to arrange a meeting. During our meeting, please be sure to provide me with a copy of your official Accommodation Letter outlining authorized accommodations.

Students with documented disabilities who require but do not yet have an Accommodation Letter should contact Services for Students with Disabilities at 512-448-8561 as soon as possible to request an official letter outlining authorized accommodations.

Date	Class #	Lab #	Topic	Reading	Assignment Due
Jan. 12	1		Intro to course, pretest		
Jan. 14	2	1	<i>Goals & Assumptions of Science</i> Basics of Psych Research Design	Chapters 1 & 5	
Jan. 19			MLK Day – No Class		
Jan. 21	3		Validity & Control	Chapters 6 & 7	
Jan. 26	4		Overview of types of psychological research methods		
Jan. 28	5	2	<i>Science Fair Activity</i> Psychology Research Ethics	Chapter 3	CITI Training due
Feb. 2	6		Observational Research Design	Chapter 8 (p.191-201 - disregard the Hermeneutic approach, stop at archival research; p. 204-210) Sana, Weston, & Cepeda, 2013	Exp. Research Project Topic Selections Due
Feb. 4	7	3	<i>Designing observational research project</i> Writing Methods Section		
Feb. 9	8		Library Workshop, Evaluating Articles	Chapter 2	
Feb. 11	9	4	<i>APA Citation; Paraphrasing Activity</i> Citation Basics, Plagiarism, APA	Chapter 4	
Feb. 13					Observational Research Project Data due by 5 pm
Feb. 16	10		Exp. Methods & Design Pt. 1	Chapter 10	Article summaries due
Feb. 18	11	5	<i>Chi-square refresher; Analyze observational research project data</i> Writing results section		Initial Exp. Research Proposal (1/team)
Feb. 20					Obs. Research Paper due for Peer Review by 12 pm (noon)

Date	Class #	Lab #	Topic	Reading	Assignment Due
Feb. 23			No Class		Obs. Research Paper Peer Review due by 5 pm
Feb. 25	12		Exp. Methods & Design Pt. 2	Chapter 11	
Feb. 27					Obs. Research Paper due by 5pm
Mar. 2	13		Writing Workshop Pt. 1	Selection from Pinker's <i>Sense of Style</i>	Exp. Research Project Materials/IRB due by 10 am (1/team)
Mar. 4	14		Exp. Research Project Team Meetings with Prof. Clegg Writing Workshop Pt. 2	Selection from Pinker's <i>Sense of Style</i>	
Mar. 9	15		Single-Subject Exp. Research	Chapter 12	
Mar. 11		7	Peer evaluations – Intro & Methods		Bring PRINTED draft of Intro & Methods to lab
Mar. 13	16		Quasi-Experimental Research	Chapter 13	
Mar. 13					Exp. Research Project Intro & Methods due by 5 pm
Mar. 16-21			SPRING BREAK		
Mar. 23	17		Survey Research	Chapter 9	
Mar. 25	18	8	Designing and evaluating surveys Writing Conclusions		
Mar. 29					Exp. Research Project Data due by 5 pm
Mar. 30	19		Data Exploration	Chapters 14 & 15	
Apr. 1	20	9	T-test refresher; Analyzing Exp. Research Project Data Writing Results Refresher, Graphing data in excel, Guidelines for Peer Editing		
Apr. 3					Draft of Exp. Research Paper (full) due by 5 pm

Date	Class #	Lab #	Topic		Reading	Assignment Due
			Easter – No Class			
Apr. 6			Psychology & the Media		Rosen, Whaling, Rab, Carrier, & Cheever, 2013; Science Daily Press Release, Rosen blog post	Peer Edits due by 12 pm (noon)
Apr. 8	21					
Apr. 10						Exp. Research Paper due by 5 pm
Apr. 13	22		Presentation Skills; Presenting Psych Research			TED Talk Evaluations due
		10	<i>Presentation activity</i>			
Apr. 15	23		The Changing Field of Psychology – Controversial Research Practices		Lehrer, 2010	Exp. Research Project Team Evals due
Apr. 20	24		WEIRD Science – Cross-Cultural Psychology		Henrich, Heine, & Norenzayan, 2010 (p. 1 – 23)	TED Script due
Apr. 22	25	11	<i>WEIRD Activity</i>		Wertz & Wynn 2014	
			Area-specific methodologies – Developmental Psychology; Evolutionary Psychology			
Apr. 27	26		Area-specific methodologies – Social Psychology; Cog./Behavioral Neuroscience			TED Practice w/ Prof. Clegg – T-F (sign up for 20 min appts)
		12	<i>Graduate School Q&A</i>			
Apr. 29	27		TED Talk Peer Evaluations			
FINALS – TED Talks due						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January						
11	12 Class 1, Lab 1	13	14 Class 2	15 Quiz 1 Released	16	17
18	19 Quiz 1 due NO CLASS	20	21 Class 3	22 Quiz 2 Released	23	24
25	26 Quiz 2 due Class 4, Lab 2	27	28 Class 5 <i>CITI Training due</i>	29 Quiz 3 Released	30	31
February						
1	2 Quiz 3 due: <i>Topic selections due</i> Class 6, Lab 3	3	4 Class 7	5 Quiz 4 Released	6	7
8	9 Quiz 4 due Class 8, Lab 4	10	11 Class 9	12 Quiz 5 Released	13 <i>Obs. data due</i>	14
15	16 Quiz 5 due; <i>Article critique due</i> Class 10, Lab 5	17	18 <i>Exp. Research Proposal #1 due</i>	19 Quiz 6 Released	20 <i>Obs. Research Paper draft for Peer Review (PR) due</i>	21
22	23 Quiz 6 due: <i>Obs. PR due</i> NO CLASS	24	25 Class 12	26 Quiz 7 Released	27 <i>Obs. Research Paper due</i>	28

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March						
1	2 IRB Proposal due; Quiz 7 due Class 13, Lab 6	3	4 Class 14	5 Quiz 8 Released	6	7
8	9 Quiz 8 due; Draft of Intro & Methods Class 15, Lab 7	10	11 Class 16	12 Quiz 9 Released	13 Intro & Methods due	14
15	16 SPRING BREAK	17	18	19	20	21
22	23 Quiz 9 due Class 17	24	25 Class 18, Lab 8	26 Quiz 10 Released	27	28
April						
29 Exp. Research Project Data due	30 Quiz 10 due; Class 19, Lab 9	31	1 Class 20 Quiz 11 Released	EASTER BREAK 2	3 Draft of Exp. RP Paper due for Peer Review	4
5	6 NO CLASS	7 Quiz 11 due; PR of Exp. RP Paper due	8 Class 21	9 Quiz 12 Released	10 Exp. RP Paper due	11
12	13 Quiz 12 due; TED Evals due Class 22, Lab 10	14 Obs. data due	15 Class 23 Exp. Team Evals due	16 Quiz 13 Released	17	18
19	20 Quiz 13 due; TED Script due Class 24, Lab 11	21	22 Class 25	23 Quiz 14 Released	24	25
26	27 Quiz 17 due Class 26, Lab 12	28 TED PRACTICE	29 Class 27 TED PRACTICE	30 TED PRACTICE	31 TED PRACTICE	