

Psychology 390/492: Emotion Lab

Meeting Times: TBA

Course Unit: 1 unit (4 credits). This course is worth 1 unit (4 credits) because students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.

Course Description: Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY 492.

Course Prerequisites:

Psychology 101 (C+ grade) or other intro level course in social sciences
Permission of faculty member; GPA of 2.5

In order to obtain faculty member permission, all interested students must complete the application found here: <https://emotion.pages.tcnj.edu/lab-application/>

The completed application, along with a copy of current transcript (unofficial is OK) should be emailed to kim@tcnj.edu.

Required texts:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Plus additional readings throughout the semester, as needed. These will be handed out in class, or made available through Canvas.

The purpose of this 1 unit course is to provide you with an extensive, in-depth knowledge regarding the **topic of emotion in a research lab setting**. You will gain direct experience in conducting psychological research, including design, methodological, ethical, analytic practices. You will be expected to learn professional collaboration and collegiality skills, read and critique primary sources in psychology, gain insight into the professional presentation and peer-reviewed publication process, build professional writing and editing skills, develop professional presentation skills, and gain valuable experience for graduate school and future job placements.

Learning Activities and Responsibilities: In Lab Learning, students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Students at different developmental levels may be involved in varying ways in the ongoing research program. Students conduct the day-to-day logistics of the research (e.g., student development, research tools/manipulation development, data collection, data management and computer entry, data analysis, data consultation, research report writing and editing, presentation in campus and professional conferences), participate in weekly lab meetings in which they read and discuss relevant primary resources and discuss specific current lab studies, and produce research reports.

Psy390 fulfills the following Middle States Learning Outcomes:

- Written Communication (1)
- Scientific and Quantitative Reasoning (3)
- Technological Competence (4)
- Critical Analysis and Reasoning (5)
- Information Literacy (6)
- Ethical Reasoning and Compassion (10)
- Psychological Knowledge (12)
- Career Preparation (14)

Psy492 fulfills the following Middle States Learning Outcomes:

- Written Communication (1)
- Oral Communication (2)
- Scientific and Quantitative Reasoning (3)
- Technological Competence (4)
- Critical Analysis and Reasoning (5)
- Information Literacy (6)
- Ethical Reasoning and Compassion (10)
- Psychological Knowledge (12)
- Career Preparation (14)

Course policies and guidelines:

Guidelines for written assignments: All written assignments must be typed in size 12 Times New Roman font, double spaced with 1 inch margins. You must staple the assignment in the upper left-hand corner. You must use black ink that is of acceptable print quality. These are some of the rudimentary rules in writing in APA style, and you will expand your knowledge of APA style throughout the course. Assignments that do not meet these guidelines will result in an automatic downgrade of 20%.

Lateness: All assignments to be handed in are due at the beginning of the class. Exceptions will be noted on Canvas. Exceptions to this policy will only be made for valid and documented absences. Any late assignments will be deducted 20% for each day late.

Class attendance: You are expected to attend each and every class. You are also expected to come to class having completed the readings and assignments so that you can contribute fully to the class discussions and activities. Class time will be used to elaborate and explain some of the readings, but I will not repeat all the readings. I hope you will be prepared to contribute to the active learning of all of the members of the class! In order to do so, you should come to class on time, stay for the whole class, and not disrupt other students' efforts to learn. Turn off your cell phone and other sources of potential distraction. If due to an unavoidable conflict you have to leave early, let me know in advance, and sit near the door so that you may leave unobtrusively. Please note that this course adheres to TCNJ's attendance policy (<http://policies.tcnj.edu/policies/digest.php?docId=8162>).

Americans with Disabilities Act: If you have a documented disability and are in need of academic accommodations, contact the Disability Support Services (609-771-3199) so that we can set up accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. This course adheres to TCNJ's ADA policy (<http://www.tcnj.edu/~affirm/ada.html>).

Academic Integrity: Academic dishonesty of any kind will not be tolerated. TCNJ's Policy on Academic Integrity will be strictly adhered to in this course. For further information, see <http://policies.tcnj.edu/policies/digest.php?docId=7642>.

Open door/Communication policy: My door is always open to you. You are welcome to ask questions in class, by e-mail, or by phone. I check my e-mail multiple times daily during regular business hours (e.g., M-F, 8-4). This means that I will be able to respond to you within a day; however, if you email me on Friday afternoon, I may not respond to you until Monday morning. You are ALWAYS welcome to drop by for a quick question. If you have a longer question that will take more than a couple of minutes to answer, please make an appointment or come during office hours.

EEO Policy: The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. The link to this policy is: <http://policies.tcnj.edu/policies/digest.php?docId=9122>. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thomsok@tcnj.edu.

Barriers to Success: As students, we want to be able to learn to the best of our ability and motivation, and be able to demonstrate that learning successfully. As human beings navigating life and all the challenges that it brings, a variety of personal challenges can pose barriers to success. Whether that challenge be securing food or housing, feeling safe, secure, and well (interpersonally, mentally, and physically), you are encouraged to contact Student Affairs and the Dean of Students for support (sa@tcnj.edu) if you feel that these challenges are impeding your learning in this course. If you feel comfortable doing so, you are also encouraged to contact Dr. Kim, so that she can let you know about resources available to you.

Components of the overall grade:

Lab Member Assessment Plan

Please expect to spend about 7-10 hours a week on in order to complete the various activities associated with this course. It is expected that for Psy492 students, the time commitment will increase with the additional writing of the research paper and research presentation. Grading rubrics and additional guidelines will be made available on CANVAS.

Weekly meetings with faculty mentor/research team (15 pts.):

Student will be graded on their preparedness for these meetings and the professionalism with which they conduct the meetings. That is, each student should come to the meeting on time, and be respectful of each other. Each student should also fully participate in the discussion and contribute to each others' learning. To help guide you in your discussion, you may be assigned discussion questions. Students will be evaluated on the depth and thoroughness of their preparation and contribution to the discussion.

Each student will lead the discussion of two research articles and one presentation of a professional development topic. The choice of article and the topic for professional development must be approved by Dr. Kim before dissemination/presentation. The discussion leader picks the article and disseminates it to the rest of the lab at least one week in advance. Please note that the article must be relevant to the lab, and from a journal that is published by APA, APS, SPSP, or ISRE.

Discussion leader (5 pts.each, 10 pts total):

Each student will present and lead the discussion of two research articles. The discussion leader picks the article and gets approval from Dr. Kim. The discussion leader is responsible for disseminating the article to the rest of the students at least a week in advance. If you would like your colleagues to answer specific questions, or keep certain elements in mind, please let them know. The article must be relevant to the lab, and from a journal that is published by APA, APS, SPSP, or ISRE. Examples of journals include: Emotion, Psychological Science, Motivation and Emotion, Journal of Happiness Studies, Journal of Personality and Social Psychology, and many many more. If you're not sure about your article choice, please ask! At the lab meeting, the discussion leader should provide a BRIEF (10 minutes) interactive presentation, followed by a discussion of the article. Discussion leader is expected to assign thought questions to students, and call upon students when needed to foster discussion and critical thought.

Professional development presentation (5 pts.):

Each students will provide a professional development topic. The topic must be approved in advance. The presentation should be about 10-15 minutes, and be on a topic of professional interest to you and other students in the class. You are welcome to use Powerpoint or other presentation material. Students will be evaluated on the thoroughness of the presentation.

Research task performance (40 points)*:

Student will be graded on the quality of their performance of a variety of research tasks (e.g., literature review, measure/manipulation development, ethical review clearance, data

collection, computer data entry and cleaning, data analysis). Students are expected to report on their task performance at the lab meeting, and keep a weekly log of tasks throughout the semester (via Canvas).

Lab duties (10 points)*:

Students enrolled in Psy390 will be assigned to a designated lab position. Or you may work individually or in a group to design and complete a project that maintains and improves the functioning, organization, or publicity of the Emotion Lab.

Brief descriptions of the positions are included. For a full description, refer to the Positions Manual (Gumb & Harris, 2007):

- Lab Manager: The lab-wide “go-to” person and second in command in charge of various aspects of the lab. Responsible for the inventory, library, and training of new members. Also responsible for coordinating various activities and efforts with other lab members, as needs arise.
- Tech Master: The lab-wide IT point person, responsible for all technology related aspects of the lab, including the lab webpage (palm pilots and e-mail account excluded).
- Outreach: Represents the lab to the rest of the campus. In charge of recruiting new members and publicizing lab activities at various campus events.
- Secretary: Keep up-to-date meeting notes and disseminate meeting notes, organize and order e-mail correspondence. Secretary is responsible for gathering updates from member and organizing the updates (each week, lab members should email the secretary providing updates relevant to their lab related duties and research tasks – the secretary should compile and organize into a single document and bring to the lab meeting). The secretary is also responsible for keeping the lab calendar/schedule up-to-date.
- Information Officer: provide weekly updates of library, including journal articles.

Final paper (20 pts.): Students enrolled in Psy390 will write a critique of an empirical research paper, or a research proposal. Additional guidelines and sample papers are available on CANVAS. The final paper will be due at 12AM of the last reading period.

For students enrolled in Psy492.

All 400-level Psychology courses serve as your Senior Capstone Course. In addition, Psy492 is a Speaking Intensive as well as a Writing Intensive course. This means that Psy492 students will have additional oral and written communication requirements.

Please note that students enrolled in Psy492 are not only expected to perform various research tasks as noted above, they are expected to perform them at a level commiserate with their level and expertise. Psy492 students are expected to complete all of the assessment components listed above, except for the Final Paper.

In addition to the assignments listed above, Psy492 students are to complete two additional assignments, noted below.

Oral presentation (15 pts.): In addition to the leading and participating of class discussions on readings from the professional literature throughout the semester, students make an oral presentation to a larger audience near the end of the semester (e.g., Celebration of Student Achievement, Eastern Psychological Association Annual Conference, etc.).

Research Report (80 points total): Students enrolled in Psy492 will write an APA-style manuscript. The manuscript can be empirical research report, or a systematic review.

The paper will be commensurate with expectations for a senior level capstone course, and written in incremental fashion, with at least 3 drafts to be handed in throughout the semester. Students will be evaluated on the various drafts, as well as the extent to which feedback on previous versions have been incorporated into the final paper. The final paper will be due at 12AM of the last reading period.

Draft 1(10 pts)

Draft 2(10 pts)

Draft 3 (10 pts)

Final Paper (50 pts)

Final Grade: The final grade will be based on the percentage of the total points earned out of the total possible points: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 60-66%; F = lower than 60 %. Please note that this course adheres to TCNJ's final exam policy (<http://policies.tcnj.edu/policies/digest.php?docId=9136>).

Please note that the total point value for Psy492 students and Psy390 students are different. Total point value for Psy492 is 175, while the total point value for Psy390 is 100.