

Summary of the accomplishments from the 2013/14 Action Project: Training Writing Fellows in the COS to support W courses (Chris Osgood & Amy Landers)

A brief chronology of our AP:

Summer, 2013: A COS mini-workshop addressing the application of key principles gained from QEP training to the COS W courses was held, impacting several additional COS faculty who are teaching W courses, or other courses that are writing intensive. We developed specific strategies for the fall offering of our W courses based on those discussions.

Fall, 2013: Initial offering of revised W courses (Biol 405W, both online and F2F; Psych 318W, online only). New approaches included: formative assessment; screen casting; use of electronic-Portfolios to improve student learning through reflection. In mid-October, Drs Osgood, Landers and their TAs met to discuss progress and preliminary results.

Dec, 2013: Formal assessment of our efforts with the assistance of Drs Pickering and Paredes. In brief, graduate assistants were employed to score final papers from our two courses using the University QEP evaluation rubric. Based on those results, we identified specific areas for improvement in the spring offerings of our courses. In Biol 405W, we targeted clear statements of purpose as SLO1 was an area of weakness for those students. In Psych 318W, the decision was made to divide assignments into small, scaffolded sections with feedback at each stage in process of students assembling their final papers. A summary of our results and approaches was made to the Provost's Council in February, 2014.

Mid-March, 2014: as in fall, we did a mid-semester evaluation of what steps we had implemented to improve student writing and our preliminary impressions. Plans were made for a spring semester assessment in early June, as well as for a final workshop to share our results and impressions with our COS colleagues.

June, 2014: Two events were held, the first, an assessment of spring final papers again using calibrated GAs to independently rate the papers using the QEP rubric. Second, we held a 1-day workshop to discuss our results in improving our W courses with our COS colleagues. We were joined by Mary Beth Pennington, who

is running the composition courses for the summer – she discussed what students learn in the required 100 and 200 level composition courses. And, we discussed with Jennifer Kidd her efforts to promote peer-2-peer evaluation.

July, 2014: We discussed with Beth Vincelette the approaches we might take to test whether screen casting improves student writing in the W courses. Plans are still evolving, but we are focused on an evaluation over the next year with the aim of publishing our results following spring, 2015.

AP assessments and findings: Attached are two tables, summarizing the SLO analyses from the past fall and spring (scoring of 40 papers for each W course). It is gratifying to note the overall improvement in the SLO scores. A key goal for Biol 405W was to improve performance on SLO1 and that was achieved: the fraction meeting or exceeding standards improved from 36% in fall to 50% in spring, while the percent needing attention declined from 45% in fall to 12% in spring. An area highlighted as needing further improvement was SLO6, reflection. That area does not fit easily within the context of a library research paper, the requirement in 405W, but approaches including the use of reflective prompts to be addressed in their eP's and possible inclusion of a paper section, Discussion, that requires them to think more broadly about their project will be tried in the future.

Successes in Psych 318W were equally impressive. In all SLO areas, the percent of students exceeding standards increased from fall to spring, most notably for SLOs 1 and 2. Improvements in the needs attention group were impressive for SLOs 2 and 5, less so in other areas.

These summary tables are followed by graphs showing the breakdown into scores awarded under each SLO (1 = need attention...4 = exceeds standard).

Our efforts to meet IDW outcomes: As noted above, we remain committed to seeking improvements in the SLO ratings. Our approaches will vary based on the structure of our courses but will include improved formative assessments, continued efforts to align scaffolding with course objectives, and exploring the use of new technologies, including screen casting.

Sample AP materials: Sample materials, including our revised syllabi are attached.

Improving Disciplinary Writing: PSYC 318W (20 papers)

Spring 2014

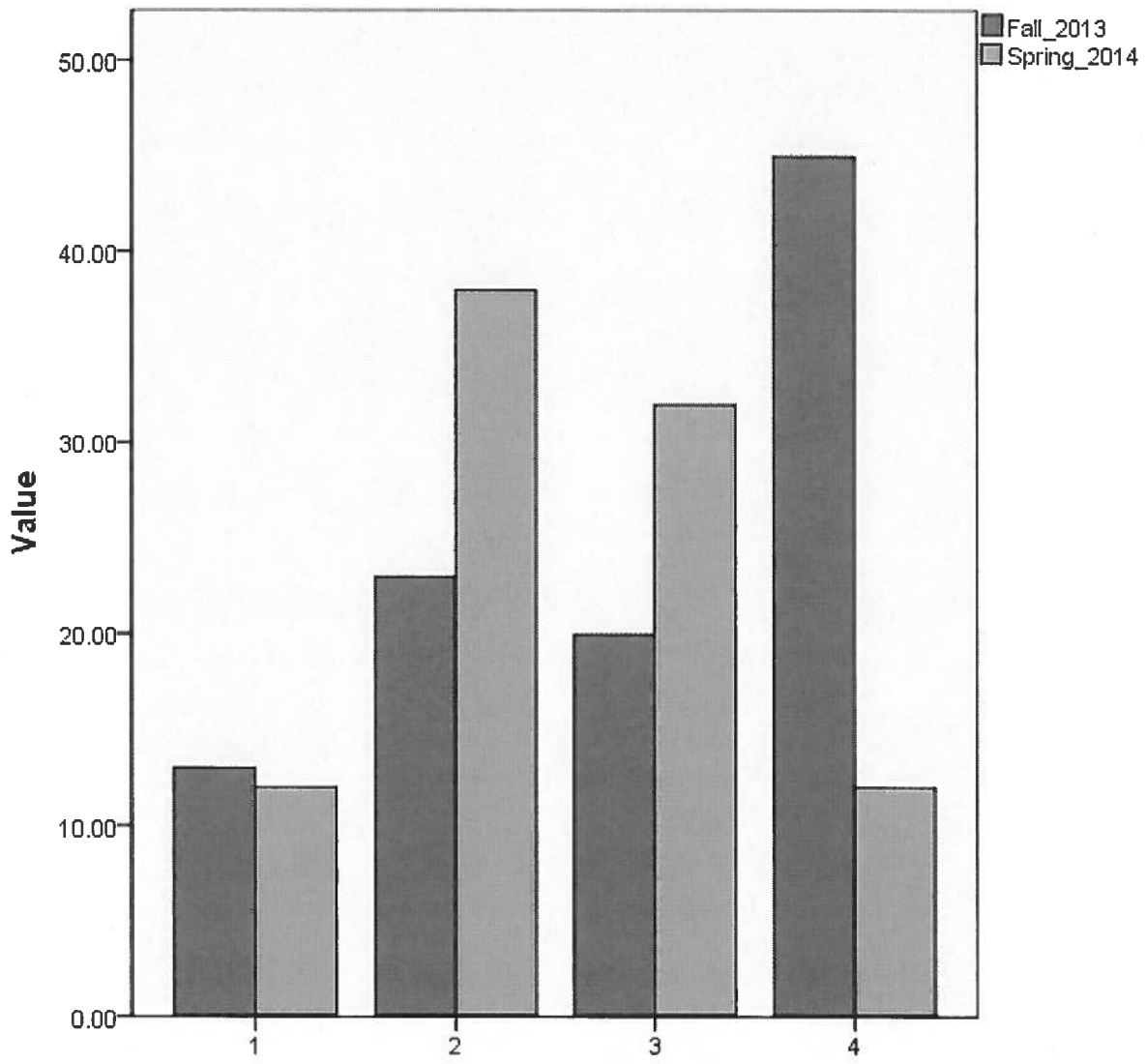
	Exceeds Standard		Meets Standard		Approaches Standard		Needs Attention	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SLO 1: Students will be able to clearly state a focused problem, question, or topic appropriate for the purpose of the task.	3%	20%	35%	53%	52%	20%	10	7%
SLO 2: Students will be able to identify relevant knowledge and credible sources.	8%	25%	55%	42%	30%	18%	7%	15%
SLO 3: Students will be able to synthesize information and multiple viewpoints related to the problem, question or topic.	0%	8%	13%	25%	80%	57%	7%	10%
SLO 4: Students will be able to apply appropriate research methods or theoretical framework to the problem, question or topic.	0%	8%	20%	37%	63%	43%	17%	12%
SLO 5: Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications.	0%	10%	25%	38%	63%	37%	12%	25%
SLO 6: Students will be able to reflect on or evaluate what was learned.	0%	10%	15%	30%	48%	30%	37%	30%

Improving Disciplinary Writing: BIOL405W (40 papers)

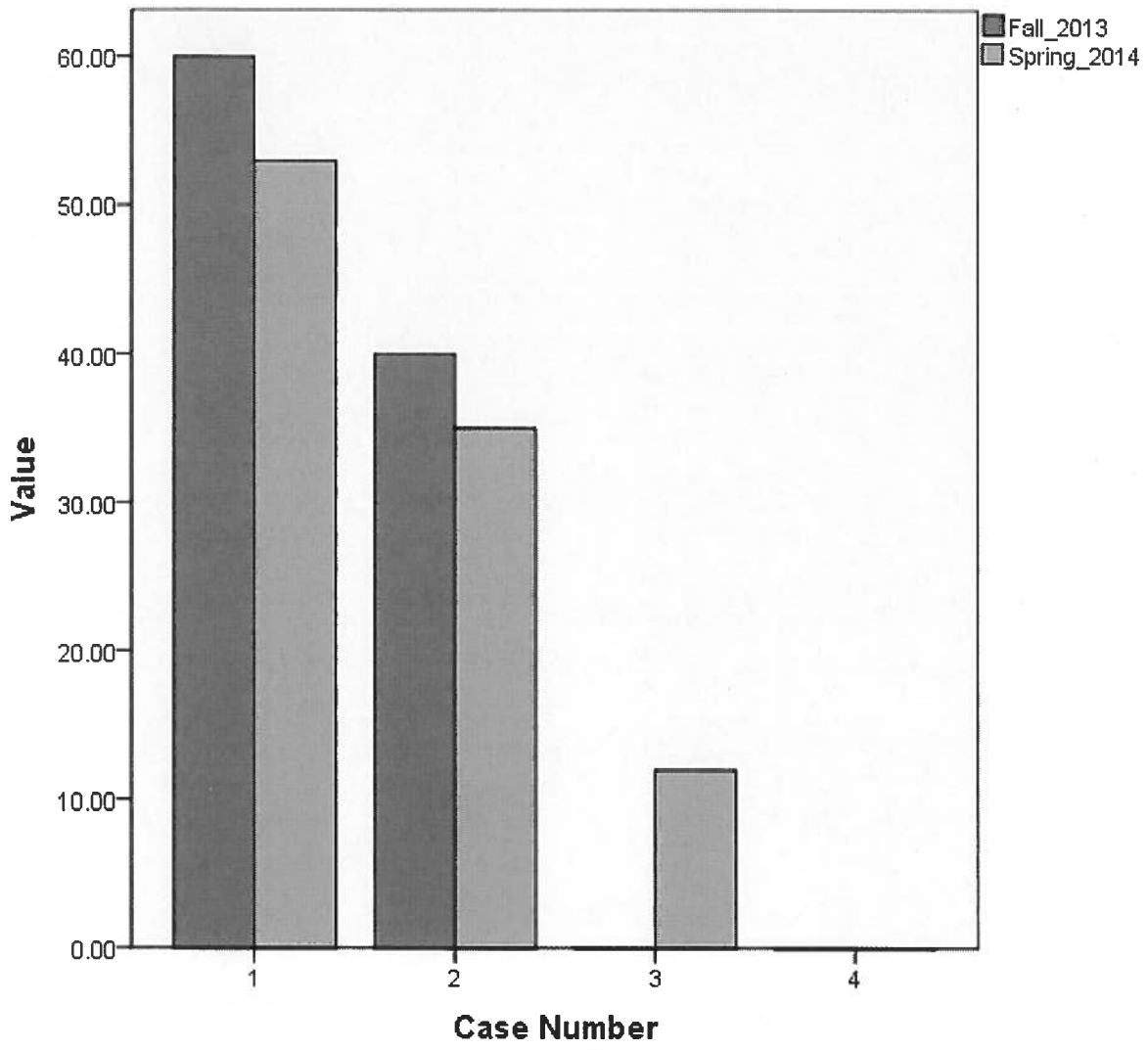
Fall 2013 and Spring 2014

	Exceeds Standard		Meets Standard		Approaches Standard		Needs Attention	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SLO 1: Students will be able to clearly state a focused problem, question, or topic appropriate for the purpose of the task.	13%	12%	23%	38%	20%	32%	45%	12%
SLO 2: Students will be able to identify relevant knowledge and credible sources.	60%	53%	40%	35%	0%	12%	0%	0%
SLO 3: Students will be able to synthesize information and multiple viewpoints related to the problem, question or topic.	40%	8%	45%	55%	13%	35%	2%	2%
SLO 4: Students will be able to apply appropriate research methods or theoretical framework to the problem, question or topic.	30%	12%	38%	63%	30%	25%	2%	0%
SLO 5: Students will be able to formulate conclusions that are logically tied to inquiry findings and consider applications, limitations and implications.	30%	10%	40%	58%	28%	30%	2%	2%
SLO 6: Students will be able to reflect on or evaluate what was learned.	38%	22%	40%	43%	20%	8%	2%	27%

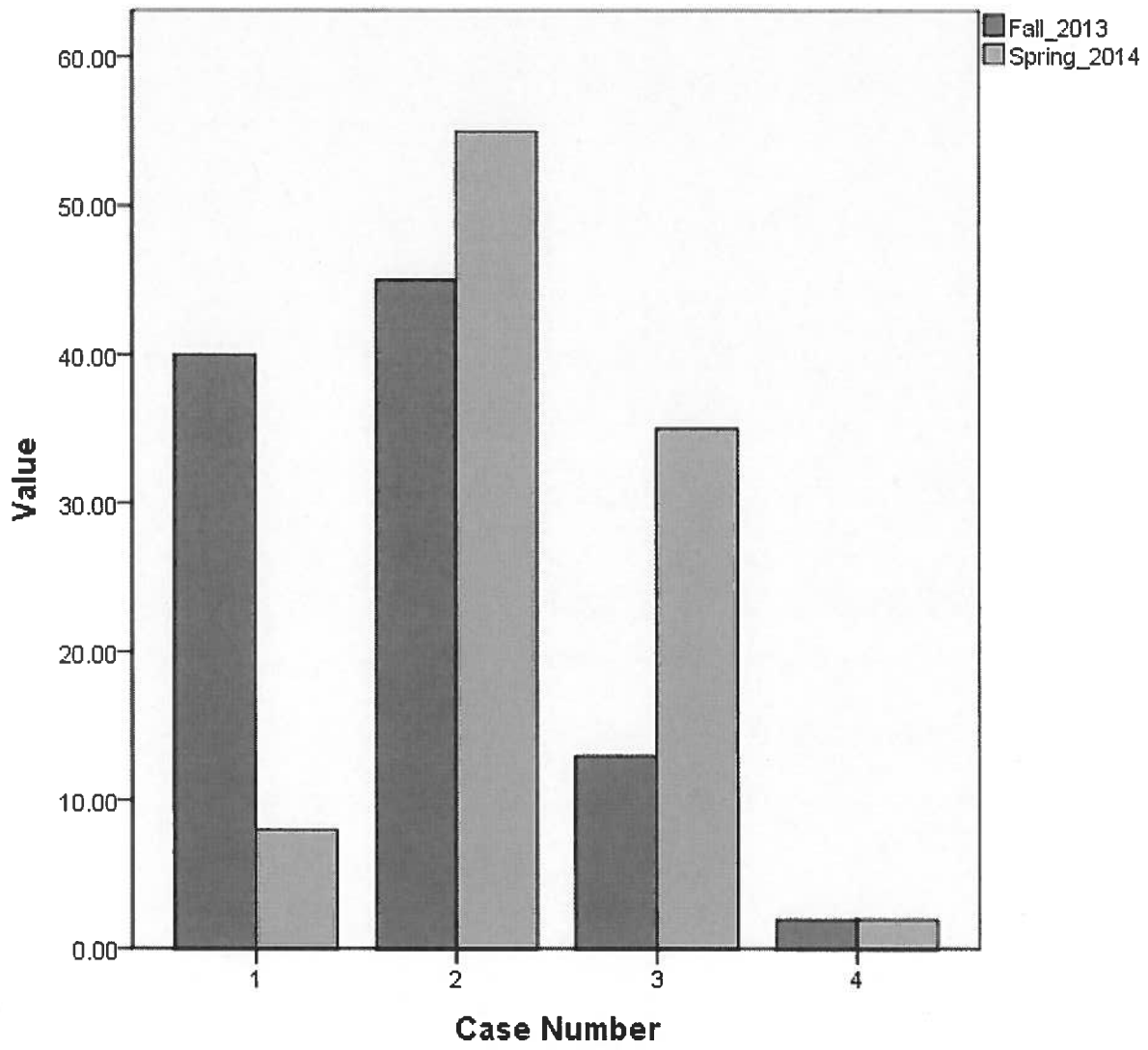
Biology 405W – SLO1



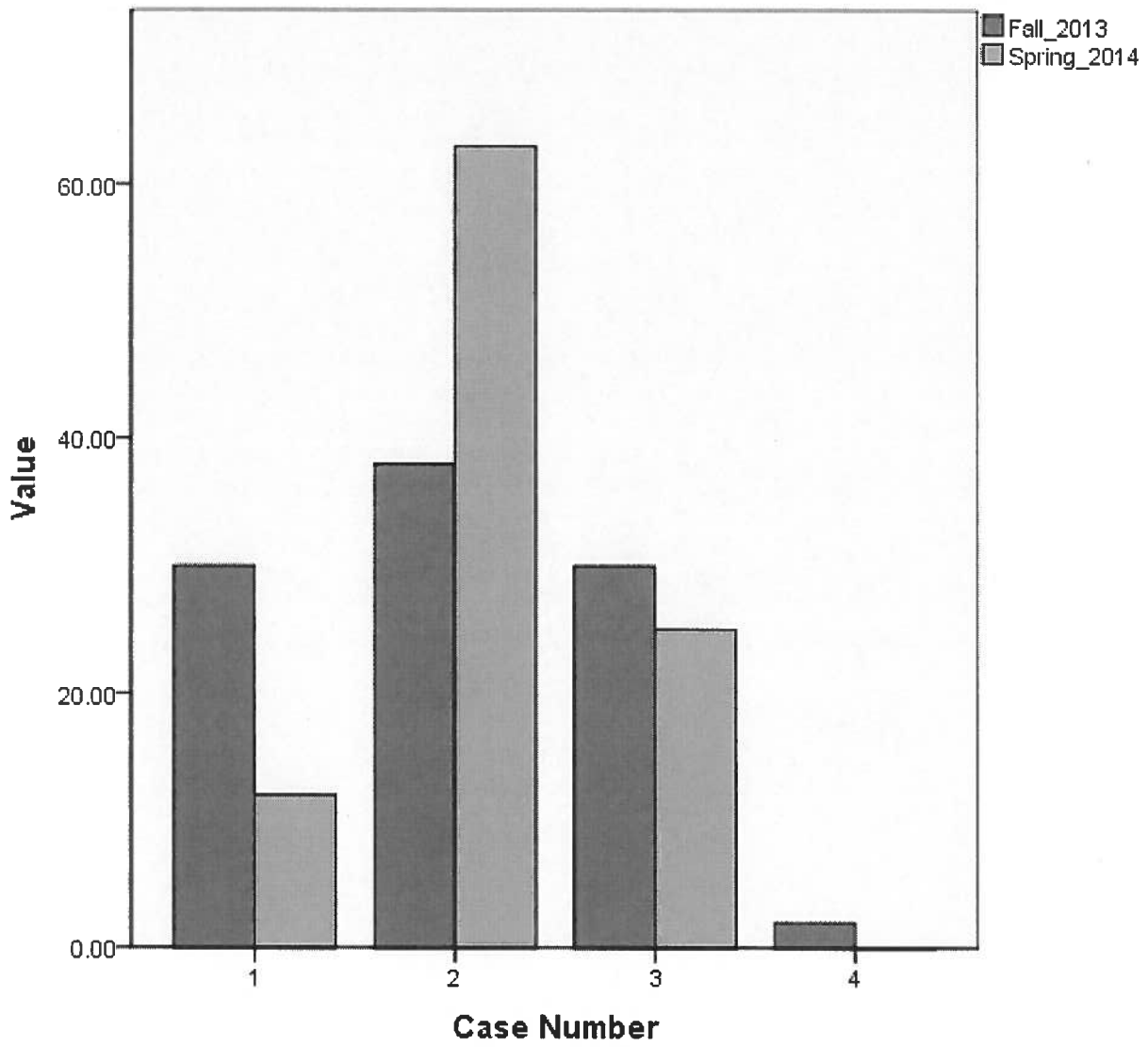
Biology 405W – SLO2



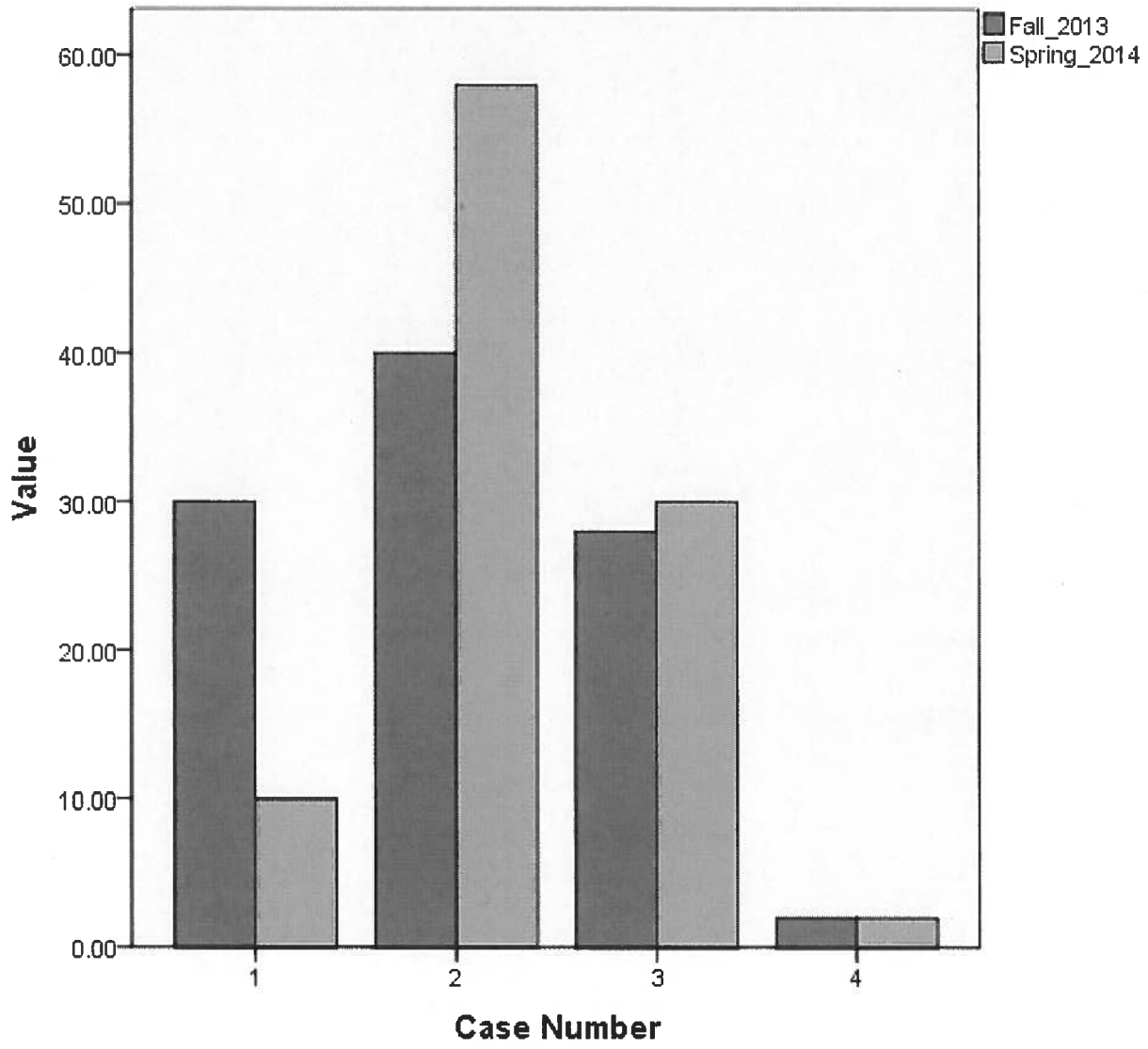
Biology 405W – SLO3



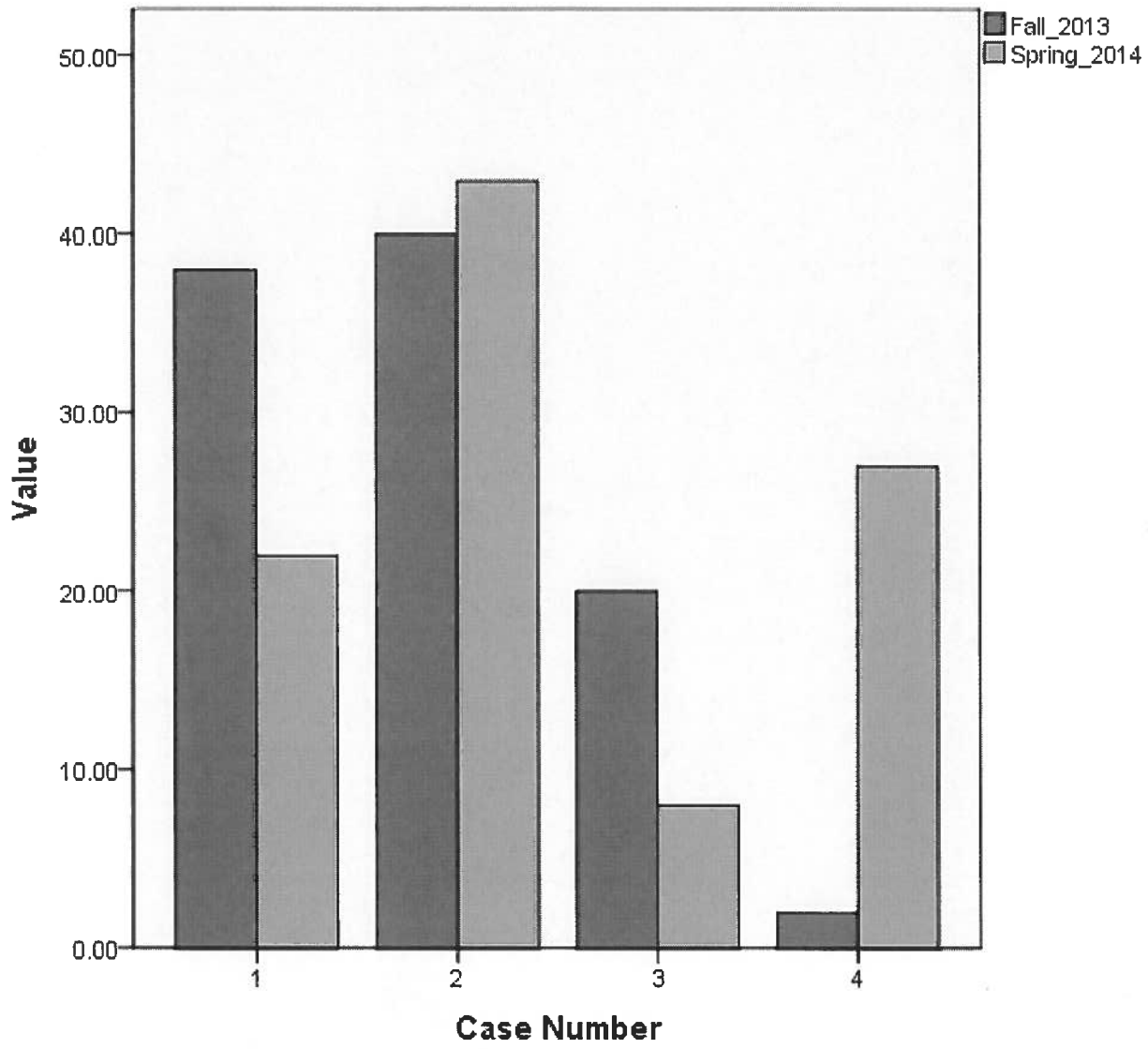
Biology 405W – SLO4



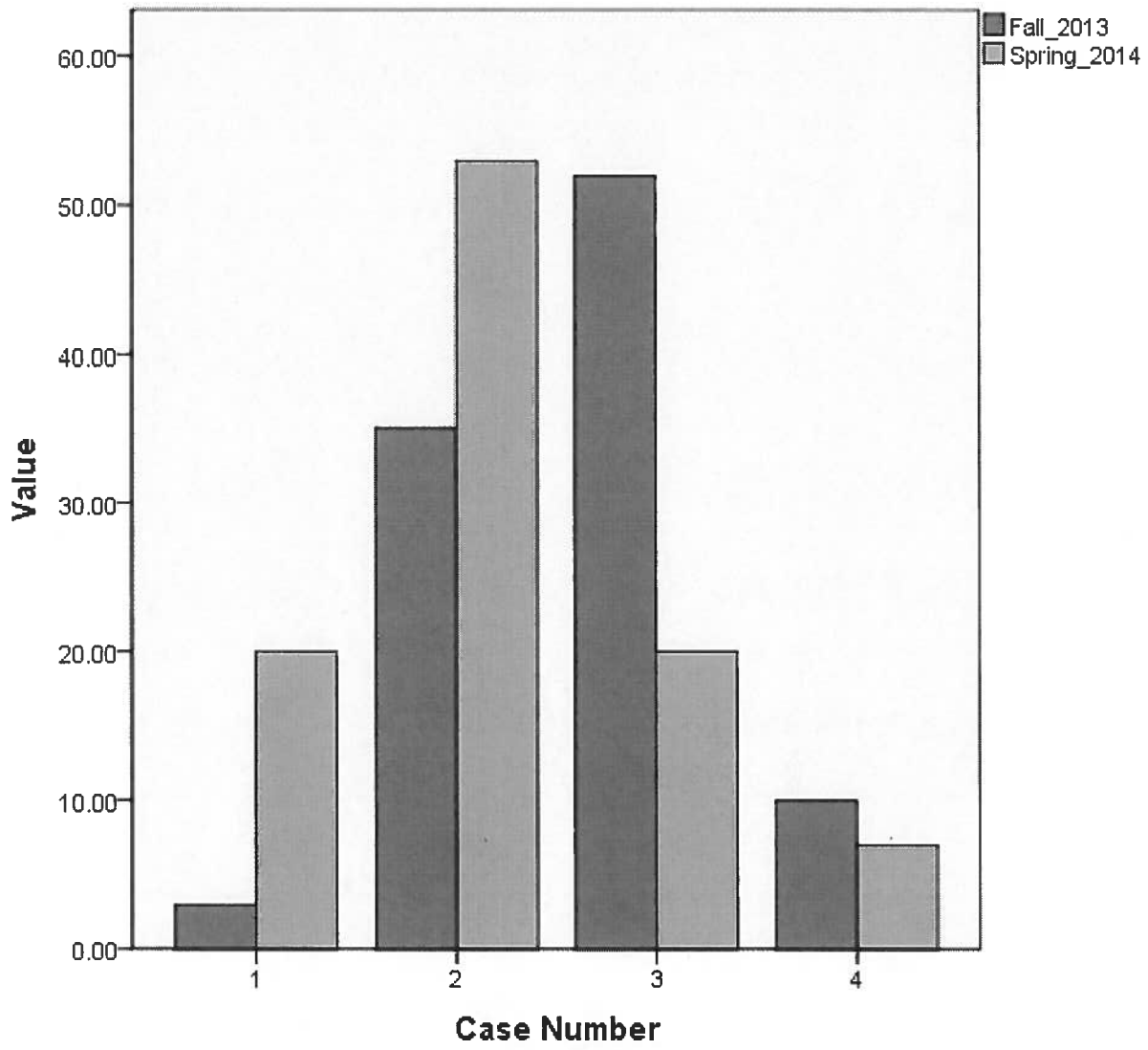
Biology 405W – SLO5



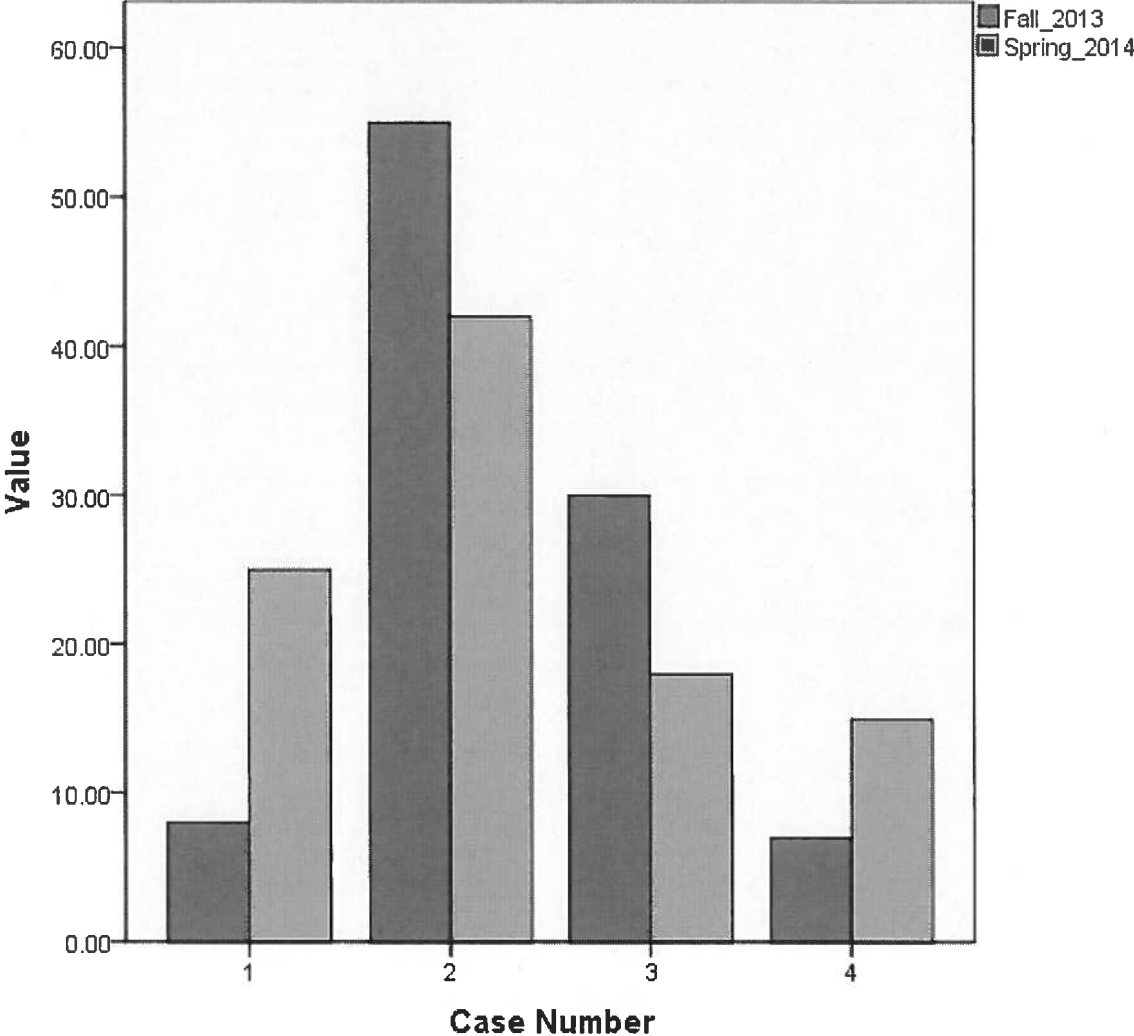
Biology 405W – SLO6



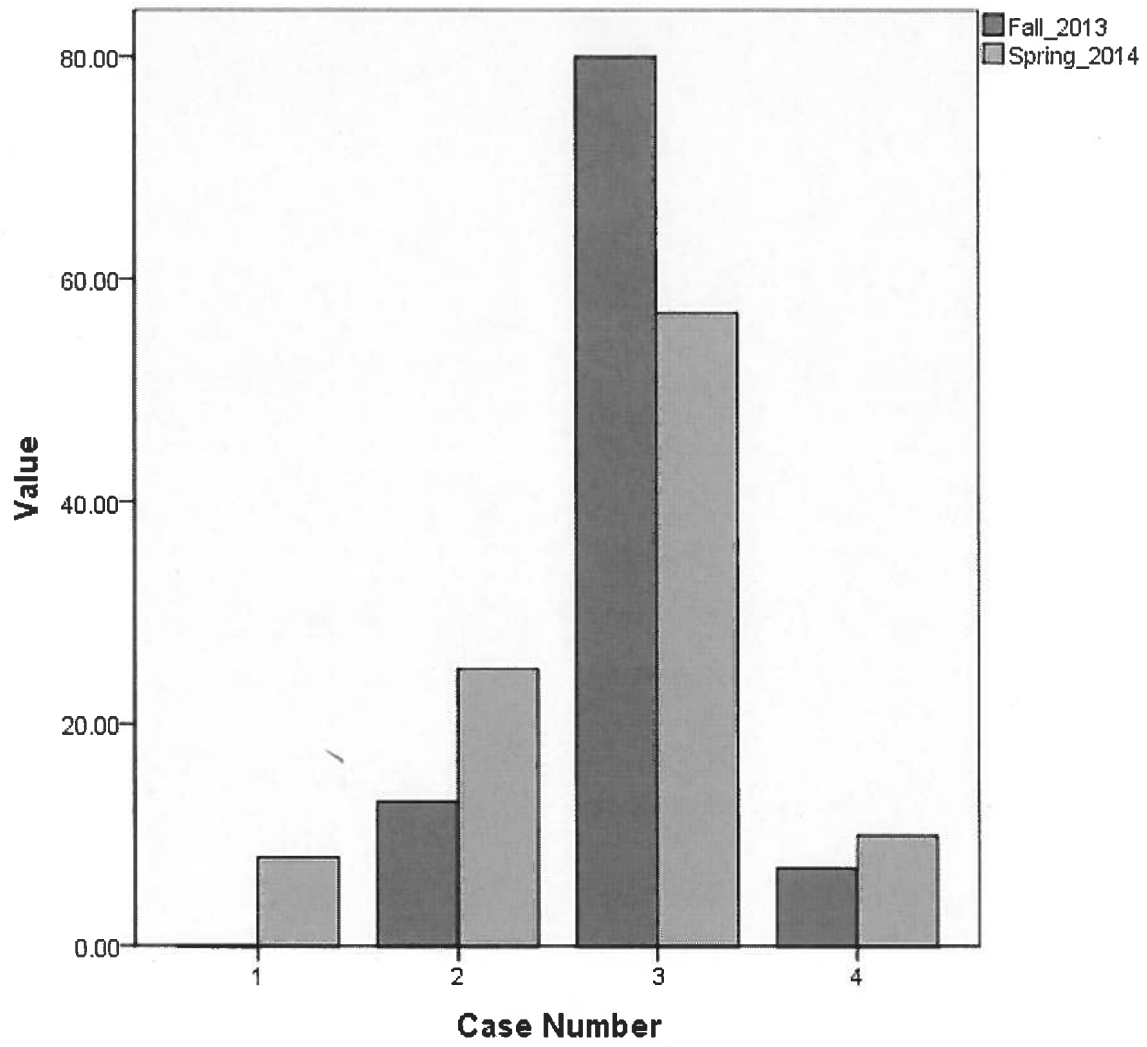
Psychology 318W – SLO1



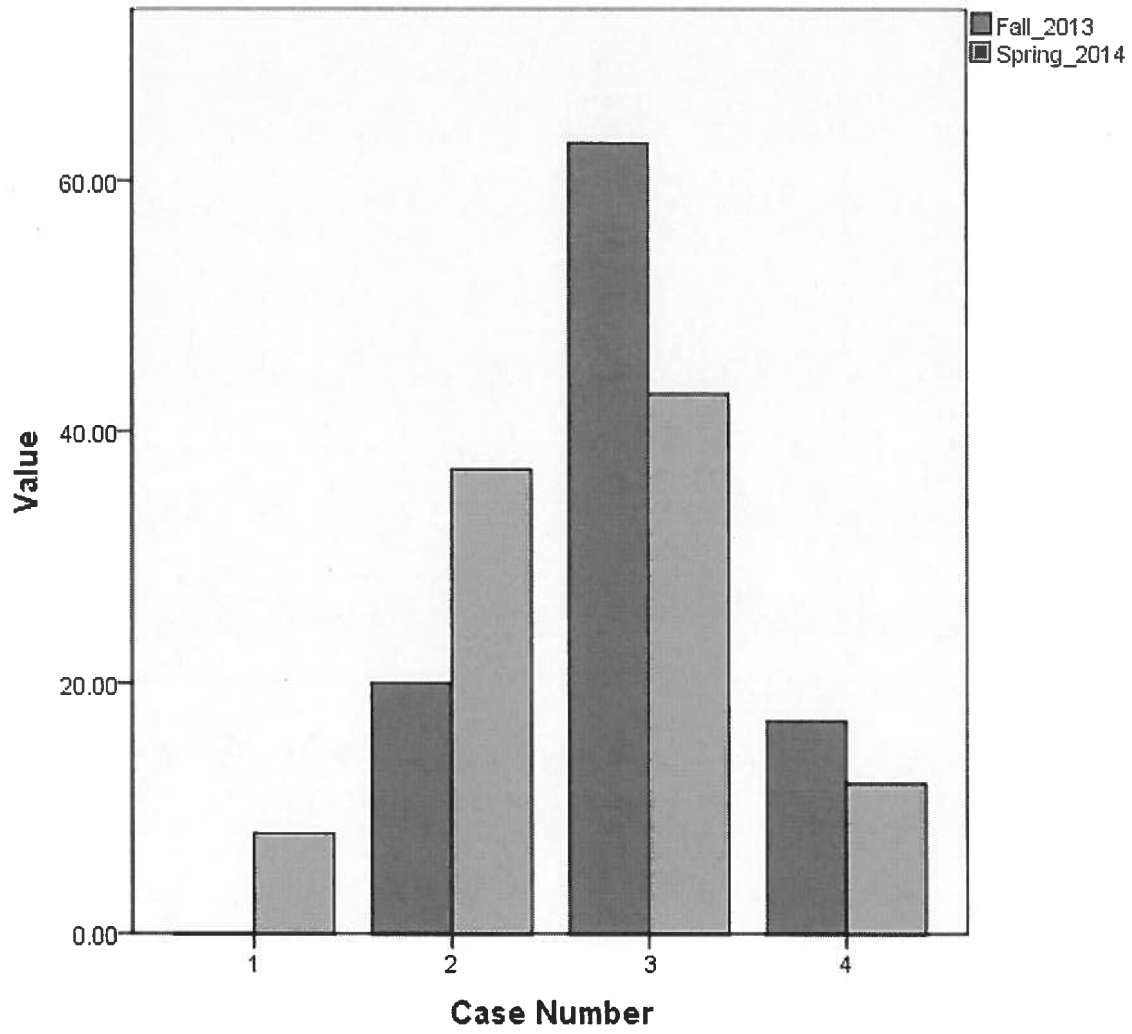
Psychology 318W – SLO2



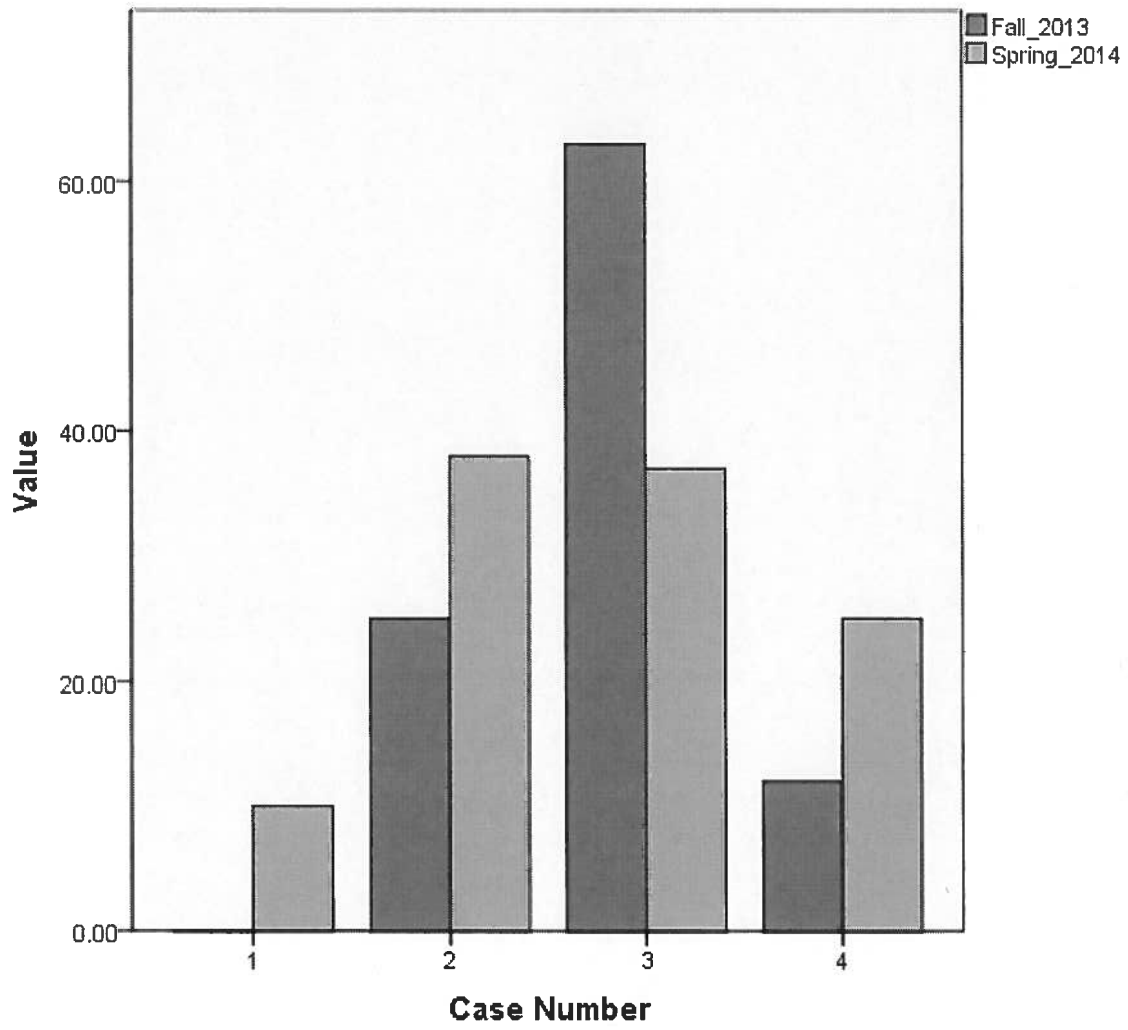
Psychology 318W – SLO3



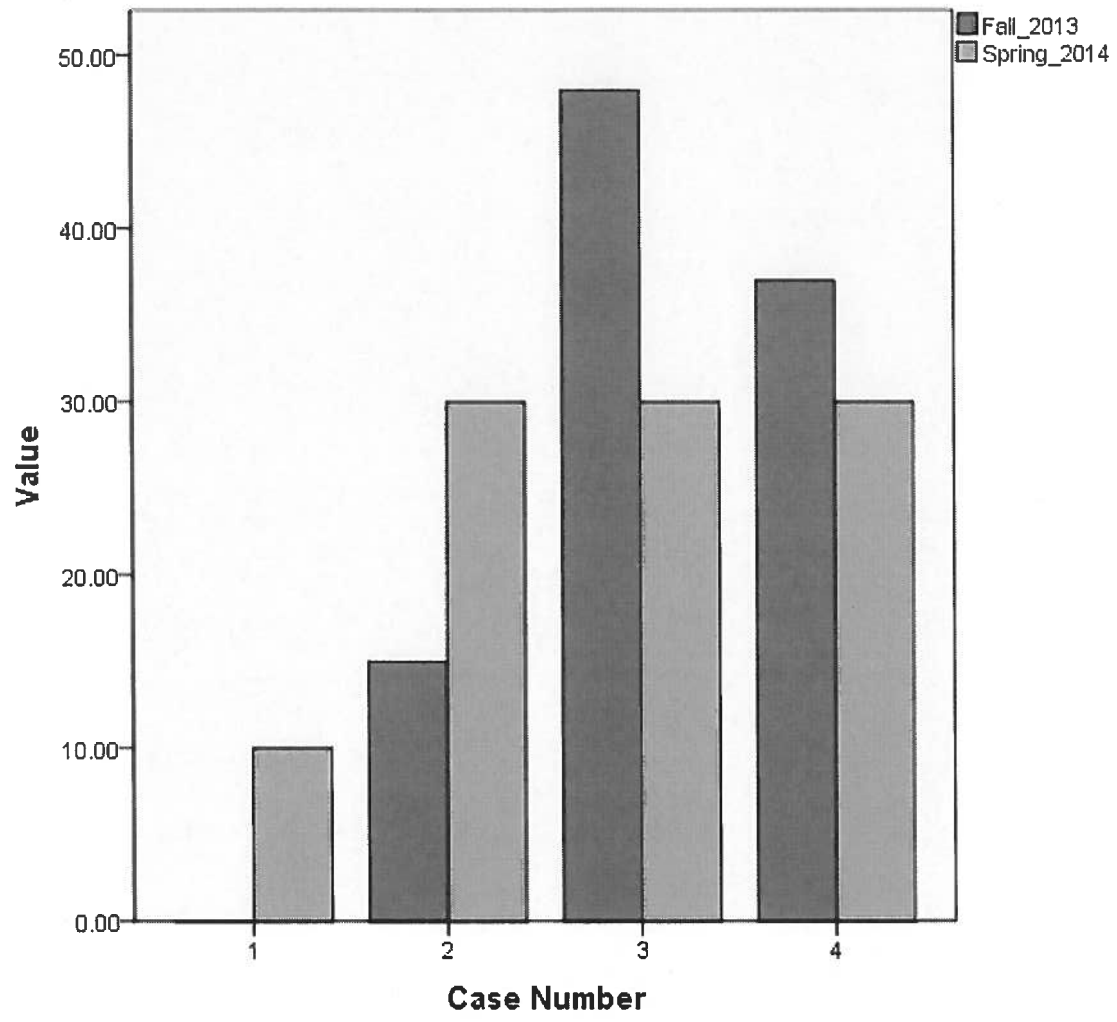
Psychology 318W – SLO4



Psychology 318W – SLO5



Psychology 318W – SLO6



SYLLABUS
PSYCHOLOGY 318W: RESEARCH METHODS IN PSYCHOLOGY
SPRING 2014

Students are responsible for all information in the syllabus!

COURSE BASICS

Instructor: Amy Landers, PhD
E-mail: alanders@odu.edu
Virtual Office Hours: Online thru Adobe Connect: <https://connect.odu.edu/r7e7gxscp2r/>
Tuesdays & Thursdays from 8 – 9:30 pm or by appointment

Course time: self-scheduled
Course location: online through Blackboard
Textbook: 1. *Research Design and Methods: A Process Approach (8th Edition)*
by Kenneth S. Bordens & Bruce B. Abbott
2. *Publication Manual of the American Psychological Association (6th Edition)*
Course website: thru Blackboard

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to introduce you to the basics of research methods for psychologists. Our course content will cover the research process: idea generation, study design, data collection, analysis, and writing a research report. In addition to learning about the key concepts associated with each stage of the research process, you will also be practicing the necessary skills needed to complete each step. By the end of the semester you should be able to:

1. Identify and develop good research questions
2. Find and critically evaluate research articles
3. Design a study and related measures
4. Analyze data using a variety of statistical tests
5. Create a written report of your research in APA format

WRITING OBJECTIVES

Being able to clearly communicate about your research and the research of others in writing is an important skill for any psychology major. One of the primary ways that psychologists share their ideas and findings is through their writing. These written works serve different purposes: getting approval to run a study, acquiring funding for a project, presenting work at a conference, sharing results with colleagues, or publishing a paper in an academic journal or book. If a psychologist is unable to communicate their ideas effectively, others may never find out about their work (or they may never be able to do the work in the first place!). It is therefore imperative that psychology majors develop strong writing skills and an understanding of academic writing. Even if the most writing you plan to do after college is via e-mail, you will benefit from understanding how to communicate your ideas effectively and professionally.

This semester you will be writing in the primary format used by psychologists. These assignments will give you an opportunity to demonstrate your understanding of research methods in psychology by applying our course material to specific research questions. They will also help you learn how to write a proposal or paper using the standards of the field.

This semester, we expect that you will demonstrate appropriate writing skills in all assignments by:

- Clearly stating a focused research question related to a specific research area
- Identifying relevant knowledge and credible sources to motivate your research question
- Synthesizing information and multiple viewpoints related to your research question
- Applying appropriate research methods to test your research question
- Applying appropriate statistical analyses to your data
- Formulating conclusions that are logically tied to your results
- Considering applications, limitations, and implications of your results
- Reflecting on or evaluating what was learned.

COURSE GRADES

Grades for this course are based on your performance on the following:

Weekly Quizzes	10 points each	80 points total
Writing Assignments	15 points each	165 points total
Exams	100 points each	200 points total
Final Research Paper		155 points total
Total possible points		600 points

The Psychology department requires all students to earn a grade of a “C” or higher in this course (73.5% or above) in order for it to count towards your degree. If your final grade in this course is less than a “C” (73.4% or below), you will be required to re-take this class before you can graduate.

COURSE REQUIREMENTS

Each week, you will be given an online assignment that should be completed on your own time. Unless otherwise posted/announced, online assignment descriptions will be posted on Wednesdays on our Blackboard site and will be due the following Tuesday by 11:59 pm. You are required to login to our Blackboard site at least once each week in order to review and complete the posted assignment. You are also required to check your university e-mail account at least twice per week in case there are any course announcements or issues with your work.

The online assignments will typically include a reading assignment, lecture videos, a practice quiz, a quiz, and a writing assignment. During exam weeks the online assignments will include a multiple choice exam, a short answer exam, and optional practice materials. In general, you should plan to spend approximately 8 – 10 hours on the weekly assignments.

This is in line with the amount of time you would be expected to spend on this material in a traditional face-to-face class (typically 3 hours of lecture, 2 hours of lab, and 3 – 5 hours of reading/homework every week).

Please be aware that the amount of time and effort necessary to complete the online assignments may vary from student to student and from week to week depending on the assignment and your own understanding of the material. I strongly encourage you to begin work on each week’s assignment early to ensure that you have enough time to complete all the work. See the Course Schedule for the chapters covered for each assignment and the dates that each assignment will be available so that you can plan ahead.

All materials for each online assignment will be posted in a folder titled with the online assignment number within the “Weekly Assignments” area of our Blackboard site. A summary of the online assignment titled “Online Assignment # Description” will be posted in this area so that you can review the list of all posted materials, assignments, and instructions.

You are expected to complete all assignments for this course independently. While you can consult with a tutor, your classmates, or other individuals to help you with the reading assignments or to help you get ideas for your

work, you cannot work with anyone else on graded assignments (quizzes, exams, writing assignments, final paper). If you submit work that is not your own or that you did not complete on your own you will receive a grade penalty and/or be referred to the Office of Student Conduct and Academic Integrity.

Submission Requirements

All writing assignments, the short answer sections of the exams, and the final paper must be submitted by the due date through the appropriate Blackboard drop box in order to receive full credit. **It is the responsibility of the student to ensure that the correct documents are successfully submitted.** All late or missing submissions will be subject to the appropriate grade penalty, regardless of whether the delay was intentional or unintentional. For example, a student who accidentally submits a previous assignment, a blank document, an assignment for another course, partial work, or no work at all will not receive any credit for that assignment unless the correct assignment is submitted before the end of the late period. To ensure that you receive full credit for your work, please be sure to follow these procedures:

1. When you are submitting your work through the Blackboard drop box, do not close out of Blackboard until you receive the confirmation screen which indicates that your submission was successful. Take a screen shot of the confirmation screen that appears when your document is successfully submitted (see the posted link "How to Take a Screen Shot" in the "Blackboard and Technology Help" area of our Blackboard site for instructions on how to take screen shots on multiple devices). I will accept screen shots of confirmation screens as evidence of an attempt to submit the work. I will not accept screen shots that display error messages or that are for other assignments/classes. **You will not be allowed to dispute a grade for a missing assignment unless you have a screen shot documenting your submission.**
2. If you are submitting your work through the Blackboard drop box, go into the grade book and verify that your document submitted correctly AND that you submitted the correct file(s). **Grades will be based on only the work that was submitted. No credit will be awarded for students who submit incorrect documents.**
3. If you realize that you have submitted an incorrect document or if you experience a technology issue while attempting to submit your work, you must send the correct document via e-mail (alanders@odu.edu) in order to receive credit. Late penalties will be applied based on the date on the e-mail. You must cc yourself on the e-mail to ensure that it goes through and that the document is attached correctly. Be sure that you turn on the time-stamp feature in your e-mail program prior to sending the e-mail. You must save your sent e-mail so that if there is a delivery error you can resend the dated and time-stamped e-mail as evidence of an attempt to submit the work. **You will not be allowed to dispute a grade for a missing assignment unless you have the time-stamped sent e-mail that shows that the correct file was attached.**

Late Penalties

You are expected to complete all assignments by the specified due date. Late assignments will incur a 1% grade penalty for each hour that the assignment is late up to 48 hours after the due date. Any assignments submitted more than 48 hours late but within a week of the due date will receive a flat 50% grade penalty. Any assignment submitted more than a week late will receive no credit. For example, the Week 1 assignment will be due on Tuesday 1/21 at 11:59 pm. If you submitted your quiz between 12:00 am – 12:59 am on Wednesday 1/22, you would lose 1% of your total possible score (1/10 point). If you submitted your quiz 24 hours late, between 11:00 – 11:59 pm on Wednesday 1/22, you would lose 24% of your grade (2.4 points). A quiz submitted more than 48 hours late, any time after 12:01 am on Thursday 1/23 but before 11:59 pm on Tuesday 1/28, would lose 50% of the total possible points (5 points).

This late policy applies to all quizzes, writing assignments, and exams. This late policy does not apply to the Final Research Paper. Due to the end of term, the Final Research Paper can only be accepted up to 72 hours late. Late

Final Research Paper submissions will incur a 1% grade penalty for the first 48 hours and a 50% grade penalty for any submission that is turned in after 48 hours but before 72 hours. Any submission received after 72 hours (after Monday 5/12 at 12:01 am) will receive a 0.

Extensions

Since this is an online course and work can be completed at any time during the week that each online assignment is available, no extensions or make ups will be permitted unless there are exceptional circumstances that prevented you from completing the work. Documentation may be requested to verify your situation. If you think that you may be unable to complete any component of the assignment during the time period allotted due to a personal or medical emergency, you must contact the instructor as soon as possible **BEFORE** the assignment due date to request an extension. Not all requests for extensions will be approved and the instructor's decision regarding this is final. Any student who does not submit any part of the assignment and does not contact the instructor **BEFORE** the due date will receive a grade of zero.

Students who request and are approved for an extension for the Final Research Paper will have their grade entered as an incomplete until the end of the extension period.

ONLINE ASSIGNMENTS

Reading Assignments

You will usually be assigned to read between 1 – 2 chapters of the textbook for each online assignment. Please see the Course Schedule in this document which specifies which chapters of the text will be covered in each online assignment. Any changes to this schedule will be posted as an announcement on Blackboard as well as specified in the relevant Online Assignment Description.

Lecture Videos

You will usually be assigned 2 - 4 lecture videos for each chapter included in the online assignment. Lecture videos vary in length, but the total length for all videos will be no more than 2 hours. The videos may discuss concepts from the reading assignment or provide examples and further explanations of those concepts. The slides will be posted to assist with note-taking.

Quizzes

Each week, you will need to complete a 10 question multiple choice quiz. Each question is worth 1 point. The quiz will cover material from that week's online assignment. There will be 8 posted quizzes this term and grades from all 8 quizzes will be used when calculating your final grade.

Quizzes will be presented as Blackboard assessments. Quiz questions will be randomly pulled from a larger test bank and you can complete each quiz twice. Only your highest score will be counted towards your final grade. However, be aware that you are unlikely to receive the same questions if you take the quiz a second time.

Quizzes can be reset up to 1 time during the semester. You may want to request that your quiz be reset if you are unable to complete the quiz due to technical difficulties. Please e-mail the instructor (alanders@odu.edu) if you need to have your quiz reset. Keep in mind that requests submitted within 6 hours of the due date are unlikely to be received before the due date, so plan to attempt the quiz early to ensure that you can retake it if you need to request a reset.

In order to avoid losing your work due to technical difficulties, I strongly recommend that you take a screen shot of all quizzes (note that you may need to take multiple screen shots to capture all the questions) or copy the quiz questions into a Word document **before you begin working on the quiz**. See the posted link "How to Take a

Screen Shot” in the “Blackboard and Technology Help” area of our Blackboard site for instructions on how to take screen shots on multiple devices. If you experience an internet failure you can complete the quiz on paper and e-mail your work to the instructor for grading. This avoids the need for a quiz to be reset and ensures that your work is counted towards your grade.

Quizzes must be completed once they are opened – if you open a quiz and then decide not to complete it that will count as one of your two attempts. The quizzes are untimed and you are encouraged to use your notes and your book to respond to the questions.

Quiz grades and submitted answers will be available immediately after completing the quiz. You will be able to review your submission and see the correct answers within 1 week of the original due date unless otherwise announced.

Practice quizzes will be posted on Blackboard to help you prepare.

Writing Assignments

There will be 11 writing assignments posted this term. All 11 reaction assignment grades will be used when calculating your final grade.

Writing assignments will either require that you engage in an experiment, demonstration, or activity and then write up a short (1-2 page) response about the experience or that you complete some component of the research project or paper. Writing assignments will be related to the material covered in the online assignment for that week. The goal of the writing assignments is to help you better understand the material by directly applying or practicing the concepts we cover and to help improve your writing skills throughout the semester.

Grades and feedback will be provided through the Blackboard grade book within 1 week of the due date unless otherwise announced.

Exams

There will be two exams this semester. Each exam will have 2 sections. The first section will contain 30 multiple choice questions (worth 1.5 points each, 45 points total) based on all material covered in that unit. A well prepared student will need to spend between 1 – 1.5 minutes per question. Overall, this section of the exams should take between 30 – 45 minutes.

The multiple choice sections of the exam will be administered through untimed Blackboard assessments. This section of the exams must be completed once it is opened – if you open this section of an exam and then decide not to complete it that will count as one of your two attempts. You can take it a maximum of 2 times. You are unlikely to get the same questions each time you take it as questions will be drawn randomly from a larger test bank. Only your highest score for this section will be counted towards your final grade. If you experience technical difficulties, you may request one reset for this section of an exam. Please e-mail the instructor if you need to have your exam reset. Keep in mind that requests submitted within 6 hours of the due date are unlikely to be received before the due date, so plan to attempt this section of the exam early to ensure that you can retake it if you need to request a reset.

In order to avoid losing your work due to technical difficulties, I strongly recommend that you take a screen shot of this section of the exam (note that you may need to take multiple screen shots to capture all the questions) or copy the exam questions into a Word document **before you begin working on the exam**. If you experience an internet failure you can complete the exam on paper and e-mail your work to the instructor for grading. This avoids the need for an exam to be reset and ensures that your work is counted towards your grade.

The second section of the Unit Exams will consist of a series of short answer questions (worth 55 points total). This section will be untimed but should take a well prepared student approximately 2 hours to complete. This section will be posted as a pdf file and as a Word document and completed work should be submitted through the appropriate drop box.

All exams for this class are open book/open notes, and you are encouraged to refer to these resources while completing the assessments.

Grades and feedback will be provided through the Blackboard grade book within 1 week of the due date unless otherwise announced.

Practice exams will be posted on Blackboard to help you prepare.

Final Research Paper

A major component of this class will be helping you design, run, and write up your own research study. We will work on this research project throughout the semester and you will be graded on components of this project through the several writing assignments.

Your Research Paper will be the final, complete write up of your research project. It will include a title page (1 page), an abstract (1 page), an introduction (3 - 4 pages), a method section (1-2 pages), a results section (1/2 - 1 page), a discussion section (3 - 4 pages), a reference section (1 - 2 pages), and at least one figure or appendix (1 page). Your final paper should be between 12 - 15 pages and you must include at least 10 appropriate references. Your paper must be written using APA format.

Please be aware that plagiarism or academic dishonesty of any kind will not be tolerated in this class. All incidents of plagiarism or academic dishonesty will be submitted to the Office of Student Conduct and Academic Integrity for review. These incidents will be dealt with severely and could result in a reduced grade on the paper, a zero on the paper, or a "F" for the class.

Additional information about each section of the paper will be posted on Blackboard as the semester continues.

Grading for the final paper will be done based on a posted grading rubric. Feedback for the final paper will only be provided to students who request it.

EXTRA CREDIT

You will be allowed to earn up to a **total of 12 extra credit points** this semester through any combination of the following methods:

Research Participation: Students will receive 1 extra credit point for each hour of research participation. Research studies run from about the second week of classes to the end of the semester and are scheduled at a variety of times and places. Please visit the SONA website for more information: <http://odupsychology.sona-systems.com/>.

Online Surveys: In April, I will be posting online surveys created by your classmates. There will be approximately 30 surveys posted and each completed survey will be worth 1/6 extra credit point. To receive credit, you must copy or print the debriefing form shown at the end of the survey and submit all debriefing forms to the instructor. Additional instructions will be posted when the surveys are available. You can earn a maximum of about 5 points (depending on the number posted) for completing these surveys.

Other Opportunities: Throughout the semester, I may post opportunities to earn extra credit points as announcements on our Blackboard site. These opportunities can range from completing optional quizzes, writing

short papers, or even just attending an office hour or sending an e-mail. These extra credit opportunities will typically be available for a few days to a week and will vary in the amount of points that they are worth. Be sure to check Blackboard frequently in order to take advantage of these opportunities!

REMEMBER: You can earn as many points of extra credit as you wish, but you will receive no more than **12 total points** of course credit from all sources. Extra credit will be calculated during the last week of the term – if you have questions about your extra credit points before then, please e-mail me.

GENERAL COURSE POLICIES

Communication

The best way to communicate with the instructor outside of class is through e-mail (alanders@odu.edu). E-mail messages will typically be responded to within 1 – 2 business days of receipt. Business days are defined as any working day (Monday – Friday, excluding holidays). Please be aware of this response time and be sure to begin work early enough so that you can receive a response to your questions in sufficient time to be helpful.

You are also encouraged to attend online office hours or set up an online appointment to discuss course concerns or go over material that you are struggling with. Appointments should be made at least 48 hours in advance in order to ensure availability. To make an appointment, e-mail the instructor and identify at least 3 specific days and times that you would be available. For example, “Monday between 1 – 3 pm” is a specific day/time while “Monday afternoons” is not. Possible times can be anywhere between 9 am - 10 pm on Mondays – Fridays.

Course Content and Schedule

The schedule for the course and all course content (including lecture topics, assignment or exam content, format and/or due dates) is subject to change at the discretion of the instructor. Changes to the course may be made due to unforeseeable conflicts (e.g., University closures, instructor illness). Changes may also be made to facilitate student learning or to improve the course. If a change to the syllabus is necessary, these changes will be announced via e-mail/Blackboard announcement and a revised syllabus will be posted on Blackboard.

Grading

All grading will be based on posted grading rubrics and/or accuracy. In general, the grading focus will be on clear and accurate communication of the course material and/or research being described. Any question that is responded to incorrectly by more than 75% of the class will be removed from grading.

Your current grades will be updated on Blackboard after the grading has been completed for each exam. It is your responsibility to keep track of your grades throughout the semester and alert me if there are any discrepancies or missing scores. All questions and concerns about grades will be dealt with either via e-mail or during a scheduled online appointment.

Final grades will be posted on Blackboard at least 12 hours before they will be submitted to the registrar. All students will have the specified time to review their grades and report any problems or questions about their scores.

The specific grade cutoffs are:

A = Above 93.5%

A- = 89.5 – 93.4%

B+ = 86.5-89.4%

B = 83.5-86.4%

B- = 79.5-83.4%

C+ = 76.5-79.4%
C = 73.5-76.4%
C- = 69.5-73.4%
D+ = 66.5-69.4%
D = 63.5 – 66.4%
D- = 59.5 – 63.4%
F=Below 59.4%

Disputing Grades

Although all grading will be done as fairly and accurately as possible, occasionally disputes may arise. If such a situation occurs, you may dispute a grade by submitting a written request for a grade review. The written request must state which items are being disputed and must provide support from our class notes or the textbook. In addition, you must include a copy of the question, your response, and any feedback received. All grade disputes must be submitted via e-mail (alanders@odu.edu) at most 1 week after the assessment grade and feedback were posted.

Incompletes

Incompletes may be requested if you experience a serious medical or personal emergency and:

- Are passing the course with a "C" (73.5%) or higher at the time of the request
- Have completed at least 80% of the course (Weeks 1 – 12) at the time of the request

If you suspect that you might need an incomplete, please contact the instructor as soon as possible to discuss the situation. Not all incomplete requests will be approved and the instructor's decision regarding a possible incomplete is final.

If an incomplete is granted, the instructor will write up an incomplete contract that specifies the work to be completed and a timeline for completion. Incomplete work must be submitted at least two weeks prior to the end of classes of the following term. If incomplete work is not submitted by that date, the "I" will automatically become a "F".

See the ODU policy regarding incompletes for more information:

<http://www.odu.edu/academics/academic-records/grades/incompletes-withdraws-zgrades>

Educational Accessibility Accommodations

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of this class, please present the instructor with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in this class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website:

<http://www.odu.edu/educationalaccessibility/>.

Academic Integrity

Neither plagiarism nor cheating of any kind will be tolerated in this course. Students are responsible for doing all written work independently, without unauthorized collaboration, inadequate citation, or plagiarizing. Some examples of plagiarism may include, but are not limited to:

- Including any information from another source verbatim without using both quotes around the information and a citation indicating where the information came from.
- Including paraphrased information from another source without including a citation
- Copying work from another student, with or without permission

Any incidents of plagiarism or cheating will be dealt with severely, possibly including loss of credit for the assignment or course and a report to the college of your major and the Office for Student Conduct and Academic Integrity. If you have any questions about this policy please contact the instructor (alanders@odu.edu).

TECHNOLOGY

Basics

This semester, our class website will be on located on Blackboard. Through our site, you will be able to access all course materials.

Frequent and dependable access to a computer with reliable internet access is essential for success in this course. You are expected to visit our Blackboard site at least once every week and check your ODU e-mail account at least twice every week. **No make ups or extensions will be offered to students who are unable to complete the work because they do not have access to a computer or internet service. No exceptions will be made for students who miss instructions or opportunities because they do not check their e-mail regularly.**

If you don't have access to a computer with the internet at home, you should plan ahead to determine where and how you will complete the work for this course. Public libraries frequently have computer labs that can be used by the public, and many business (e.g., Panera, Starbucks, McDonalds, etc) offer free wireless internet access to customers. Some copy stores (e.g. FedEx Office [formerly Kinkos]) have computers that can be used for a fee. If you need assistance finding a computer or internet access, or if you are concerned that you may not be able to complete this course due to technology issues, please contact me as soon as possible.

Blackboard

To access Blackboard, open <https://www.blackboard.odu.edu/webapps/portal/frameset.jsp> in your web browser, and sign in using your MIDAS account ID and password. On the next screen, choose our class in order to open the course website.

Adobe Reader

All written materials posted on Blackboard will be posted as either PowerPoint files, Word documents, or pdf files. If you do not currently have a way to read pdf files, please download Adobe Reader here:

<http://get.adobe.com/reader>

Privacy

To ensure compliance with the Family Educational Rights and Privacy Act (FERPA), also consider the following statement:

"In this class, our use of technology will sometimes make students' names and Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected

course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact the instructor for further information."

HAVING TROUBLE?

If you are having trouble in this course for any reasons, please don't hesitate to contact the instructor. Waiting until the end of term to discuss a possible problem or request help with a concept may not allow us to explore all possible solutions, and in many cases, may make it impossible for me to adequately help you. While I may not always be able to fix the problem, being aware of it will allow me to help minimize its impact. If you are having problems with the material or if there are personal matters that are interfering with your performance in the class, please let me know!

LECTURE SCHEDULE

Schedule is subject to change at the instructor's discretion!

Week	Topics	Assignments	Due Date
Week 0: 1/11 – 1/14	Orientation		
Week 1: 1/15 – 1/21	Ch. 1: Explaining Behavior	Week 1 Quiz: Chapter 1 Week 1 Writing Assignment: Science, Non-science, and Pseudoscience	Tues. 1/21 at 11:59 pm
Week 2: 1/22 – 1/28	Ch. 2: Developing and Evaluating Theories of Behavior & Ch.3: Getting Ideas for Research	Week 2 Quiz: Chapters 2 & 3 Week 2 Writing Assignment: Research Question and References	Tues. 1/28 at 11:59 pm
Week 3: 1/29 – 2/4	Ch. 4: Choosing a Research Design & Ch. 5: Making Systematic Observations	Week 3 Quiz: Chapters 4 & 5 Week 3 Writing Assignment: Correlational & Experimental Designs	Tues. 2/4 at 11:59 pm
Week 4: 2/5 – 2/11	Ch. 16: Reporting Your Research Results	Week 4 Quiz: Chapter 16 Week 4 Writing Assignment: APA Formatting	Tues. 2/11 at 11:59 pm
Week 5: 2/12 – 2/18	Exam 1	Exam 1: Chapters 1 – 5 & 16	Tues. 2/18 at 11:59 pm
Week 6: 2/19 – 2/25	Ch. 8: Using Non-experimental Research & Ch. 9: Using Survey Research	Week 6 Quiz: Chapters 8 & 9 Week 6 Writing Assignment: Survey Draft 1	Tues. 2/25 at 11:59 pm
Week 7: 2/26 – 3/4	Research Project	Research Paper Draft 1: Title page, Introduction, and References	Tues. 3/4 at 11:59 pm
Week 8: 3/5 – 3/18	Research Project	Survey Draft 2 & Research Paper Draft 2: Method	Tues. 3/18 at 11:59 pm
Week 9: 3/19 – 3/25	Ch. 6: Choosing and Using Research Subjects & Ch. 7: Understanding Ethical Issues in the Research Process	Week 9 Quiz: Chapters 6 & 7 Week 9 Writing Assignment: Ethics	Tues. 3/25 at 11:59 pm
Week 10: 3/26 – 4/1	Research Project	Final Survey & Research Paper Draft 3: Title page, Introduction, Method, and References	Tues. 4/1 at 11:59 pm
Week 11: 4/2 – 4/8	Ch. 10: Using Between-Subjects and Within-Subjects Experimental Designs	Week 11 Quiz: Chapter 10 Week 11 Writing Assignment: Between & Within Experimental Designs	Tues. 4/8 at 11:59 pm
Week 12: 4/9 – 4/15	Ch. 13: Describing Data & Ch. 14: Using Inferential Statistics	Week 12 Quiz: Chapters 13 & 14 Week 12 Writing Assignment: Analysis & Results	Tues. 4/15 at 11:59 pm
Week 13: 4/16 – 4/22	Exam 2	Exam 2: Chapters 6 – 10 & 13 - 14	Tues. 4/22 at 11:59 pm
Week 14: 4/23 – 4/29	Research Project	<i>OPTIONAL: Research Paper Draft 4: All sections</i>	Tues. 4/29 at 11:59 pm
Week 15: 4/30 – 5/8	Research Project	Final Research Paper	Thurs. 5/8 at 11:59 pm

CRSE: BIOL 405W CALL#: 29975 CREDITS: 3 Online, asynchronous

TIME: Asynchronous (online) INSTR: C Osgood OFFICE: MGB 302K

Office Hours by appointment: Email: cosgood@odu.edu. I will also hold online office hours, using Adobe Connect; more details on this later.

Communication The best way to communicate with the instructor is via email. I will attempt to respond to your emails promptly and generally no later than 24h after receipt. If I find that many students are raising similar questions, I will add that information to Course Announcements. If you send me email from Outlook (rather than from Bb) **please include "Biol 405W" in the subject line**. This will result in your email being flagged so that I will more easily see it. You can also email from Bb and that comes with its own distinctive title so I will probably catch all of those as well.

Connecting I've randomly assigned class members to groups of @5 students each. It is my hope that these smaller units will promote interaction between classmates and promote the development of course community. There will be 3 group assignments throughout the semester where you will collectively decide on a group response to a particular question. I will add points to your total grade based on the group's contribution. More detailed information will follow.

Course Description (2011-12 Catalog): BIOL 405W. BIOL 405W. Biology Seminar. 3 credits. Prerequisites: BIOL 291, 292, 293, 303, and at least two upper-division elective courses. This course offers a capstone experience in scientific writing, faculty-mentored library research, the review and synthesis of material from the primary technical literature, and oral presentation. Students will develop a deeper understanding of the purposes and types of scientific writing, the structure and interpretation of technical papers, and the oral and written communication skills appropriate to the discipline. (This is a writing intensive course.)

University writing requirements:

- **Satisfy the University Writing Requirement:** All undergraduate students, including those students who are seeking a second baccalaureate degree (if the first degree was issued by another institution), must satisfy the University Writing Requirement.

To do so, students following the **2011-2012 and earlier catalogs** must **EITHER**

- sit for and pass the University's Exit Examination of Writing Proficiency prior to the date of graduation.

OR

- Earn a grade of C or better in both lower division Written Communication courses taken (ENGL 110C and ENGL 211C or 221C or 231C) and the W (writing intensive) course required for their major.

Students following the 2012-2013 and subsequent catalogs must meet the new writing requirement; the Exit Examination of Writing Proficiency will **not** be an option.

Fee: Students must complete the Biology assessment/ETS exam before a grade will be assigned for BIOL 405W. However, your scores on the assessment test are not used to determine your grade

in BIOL 405W. The fee (\$10) covers some of the costs associated with taking the ETS biology exam which is used by the Biology Department to evaluate student performance relative to national data. Dr Nesius will be contacting you regarding the assessment exam, probably late in the semester.

Course objectives: The primary objective of this course is to allow you to demonstrate your proficiency in researching a biological topic of your choice, synthesizing that research into a substantive technical review paper, and presenting the results of your research in a formal oral presentation. You will select your topic and prepare your paper and presentation under the guidance of a faculty sponsor who will assist you in identifying appropriate resources, review outlines of your paper and oral presentation, grade your paper and provide suggestions for improvement, and grade your revised paper. If possible, your sponsor will also be present for, and assist in grading, your oral presentation. This course meets the general education requirements for an upper-division writing-intensive course and for a course that develops oral communication skills.

At the conclusion of this course, you will demonstrate your ability to:

- Clearly state a focused problem, question of topic appropriate to the biological sciences
- Identify relevant knowledge and credible sources (eg, journal articles)
- Synthesize information and multiple viewpoints related to your topic
- Apply appropriate research methods to your topic
- Formulate conclusions that are logically tied to your findings and consider their applications and limitations
- Evaluate what you have learned
- Communicate your results in a style appropriate to the discipline, complying with specific format and submission requirements for your paper and presentation

Text : Recommended – *Writing Papers in the Biological Sciences*, VE McMillan, 2012. There is no required text.

Other: Recommended for online versions of this course - webcam/microphone. These come built in to most laptops, or you can purchase an add-on for your computer relatively cheaply. Alternatively, the Learning Commons here on the main campus can provide computer setups that include the camera/mic. This sort of set up will be required for online office hours and for your oral presentation.

Requirements:

1. Assignments
 - a. Title & Point of View; Bibliography, 10pts each = 30pts
 - b. Outlines of paper and presentation, 10pts each = 20pts
 - c. 3 seminar critiques, using rubric, 1x10 & 2x20pts = 50pts
 - d. 2 Abstracts, 2x20pts (grading rubric provided) = 40pts
 - e. Zero draft of your paper (see i)
 - f. Paper, first draft, grading rubric provided to sponsor (100pts)
 - g. Paper, final revised copy (100pts) + input from course instructor (25pts)*

- h. Oral Presentation, grading rubric provided (100pts)
- i. Group activities (up to 30pts)
- j. Resume/CV (10pts)
- k. Development of an e-Portfolio (up to 25pts)
- l. Total = 520pts

(*) the 25 additional possible points from the instructor (me in this course) reflects our desire to even-out disparities between faculty members' grading standards. Some faculty are very rigorous and typically give lower grades on the papers, others not so much. My criteria for these points are the following: 1) a 10pt improvement in your grade for the final paper versus the first draft = 15pts; 2) submission of **all** assignments, on time and through Bb = 10pts.

2. Timeliness of assignment submissions, through Bb: late submissions will be penalized and in no case (other than true emergencies) will any be accepted later than 1 week past their due date. Likewise, appeals of grades on assignments must be made no later than 1 week past their submission date.
3. Your final grade will be calculated by dividing your total pts by 500 to give a % grade.

Grades: Cumulative scores will be converted to a letter grade at the end of the semester using the following grading scale:

A = 94-100%	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = <60%
A- = 90-93.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

HONOR SYSTEM. The ODU Honor System is based on individual integrity. The Honor Pledge states *I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violators of the Honor Code. I will report to hearings if summoned.* You signed an Honor Pledge when you applied to ODU, so any work you do in courses here is covered by that pledge.

You will find on the Bb website (in Module 1) for this course a recorded presentation by Mr Mike Debowes, Director of Student Conduct on avoiding problems with plagiarism – there is also a copy of his Powerpoint presentation which does not include his narration. You are required to familiarize yourself with these guidelines during the first week of class.

A student who violates the Code of Student Conduct is subject to sanctions as described in the Graduate Catalog. Sanctions of suspension, dismissal and any grade sanction resulting from an act of academic dishonesty will be recorded on the student's official University transcript. Additionally, an "academic dishonesty" notation may be applied to the student's transcript. All sanctions will be recorded in the student's discipline file, which will be maintained by the Office of Student Conduct & Academic Integrity.

Student misconduct is defined and will be handled according to the STUDENT DISCIPLINARY POLICIES & PROCEDURES. You are advised to review this document. You are encouraged to immediately seek further clarification from your instructors on how you should handle any questionable situation that may arise during this class.

STUDENTS WITH DISABILITIES. If you have special needs because of a documented learning or other disability please notify me so we can discuss appropriate accommodations. This should be done early in the semester, otherwise arranging accommodations for you will be difficult. The Office of Accessibility Services and the Virginia Assistive Technology Services, located here at ODU, are on hand to help with any special issues that may affect your ability to complete the course.

CONFLICT RESOLUTION. If students have questions about course policies please consult the course director. If a satisfactory resolution of the matter cannot be reached between the course director and the student then the student should see the Chair of the Biology Department, Dr Hynes (MGB 110); if conflict is with the Chair the student should contact Dr Terri Mathews in the College of Sciences Deans Office.

ONLINE DECORUM. Any activities that may distract the students around you or the instructor should be avoided. Endeavor to be constructive and supportive of each other.

Lecture Schedule

It is expected that every student will follow the directions for every assignment in BIOL 405W in the syllabus or as described on Bb..

It is also expected that students will meet all their deadlines for BIOL 405W. I will accommodate reasonable requests for extensions, particularly when they reflect your sponsor's requests, but in other cases, a 5% per day penalty will be applied to each missed deadline. Do not expect additional reminders of deadlines beyond the materials provided.

Biology 405W, asynchronous offering, spring 2014 – class schedule shown below (subject to change). It is also available separately on Bb under Schedule:

Assignment Schedule

Spring 2014, BIOL 405W, CRN 29975 (online)

Module	Week	Dates	Activity	Due Dates
I	1	Jan 13 – Jan 19	Review Bb website; syllabus; training video – plagiarism; training video-library resources; Online resources; Adobe Connect; Safe Assign	
	II	2	Jan 20 Jan 20 – Jan 27	MLK Day Holiday (Jan 21 last day to drop) Identify topic area and potential sponsor; select a review paper from library search
3		Jan 27 – Feb 3	Formulate a title and your perspective	2/03 (10pts)
III	4	Feb 3 – Feb 10	Identify/annotate 10 primary references; first seminar critique	2/10 (20pts)
	5	Feb 10 – Feb 17	Prepare your paper and talk outlines	2/17 (10pts each)
	6	Feb 17 – Feb 24	Various scientific genres - <u>Groups</u>	2/24 (10pts)
	7	Feb 24 – Mar 17	Reading and writing (2) abstracts	3/3; 3/17 (20pts each)
		Mar 10- Mar 17	Spring Break (no class)	
	8	Mar 17 – Mar 24	Zero draft of your paper – include primary data you plan to use – <u>Groups</u> ; Second seminar critique	3/24 (10pts) 3/24 (20pts)
	9	Mar 24- Mar 31	Current version of your powerpoint talk – <u>Groups</u> First draft of paper to your sponsors	3/31 Talk (10pts) 3/31 first draft (100pts)
IV	10-13	Mar 31 – Apr 14	Prepare final version oral presentation	
		Mar 31- Apr 14	Revise and submit final version of paper.	4/14 final paper (125pts);
	14	Apr 14 – Apr 25	Oral presentations via Adobe Connect	4/25 Orals (100pts);
	14-15	Apr 14- Apr 25	Resume	4/25 (10pts)
	15	Apr 25	ePortfolio– all materials on Bb, and final reflective statement	4/25 (25pts)
	15	Apr 25	Final seminar critique	4/25 (20pts)
			Total points	520

Assignments:

***Note: Unless otherwise instructed, please submit all assignments via Blackboard, not by direct email (or turning in a form) to the instructor.**

Preparatory materials: To ensure that you are making appropriate progress in the course and are preparing properly for your paper and presentation, you must submit the following preparatory materials to your faculty sponsor: a preliminary bibliography, a talk outline form, and an oral presentation outline form. Forms and additional explanations are posted in the Course Documents folder on Blackboard. Upon review of the materials you submit to him/her, your faculty sponsor will sign the appropriate forms. ***You are responsible for ensuring that signed forms, or e-mails from your sponsor indicating s/he has reviewed your materials, are returned to me by the due dates listed above;*** this means that you must communicate with your sponsor to find out when s/he will need to receive them from you! I will indicate receipt of these materials by entering points into the Grade Center spreadsheet; this will confirm that I received the required form.

The paper: The audience for your written report is your class. Be sure that the paper is written with the level of detail and sophistication appropriate to that audience. The paper must be 10-15 pages long exclusive of bibliography, tables, and figures. Additional details on formatting and other requirements are included in the Course Documents section of Blackboard. Your paper must include the following elements:

- Title page, including your name and the name of your sponsor
- A one-page Abstract
- At least 10 pages of double space text, 12pt font – this does not include figures, tables and references.
- At least one item of data from the primary literature. This could be a graph or figure that you import, or a graph or figure that you construct based on data from the literature. Make sure you appropriately cite the source of the data. When in doubt about how to do this, consult your sponsor or course instructor. Your text and presentation must describe what the data shows – why did you choose to include it and what is its importance in the context of project?
- References in the format agreed upon by you and your sponsor.
- Pages numbered.

You must submit your paper on or before the due date indicated in the syllabus unless you have made prior arrangements, in writing (or, email), with your faculty sponsor. Your faculty sponsor will read and grade the paper. S/he will also make editorial comments and return the paper to you for revisions. Your paper will also be reviewed by course instructor (Dr Osgood) and given an additional point score (a total of 150pts possible). You must submit the revisions on or before the date indicated on the syllabus. Note that a large part of your grade is based on the original

submission, as well as on the rewrite. That means that the original submission is **NOT** a "rough draft".

All submissions are to be made through Assignments on Bb. I cannot accept hardcopies dropped at my office, or attachments to email. When you submit through Bb the grading rubric (available on Bb as a separate document) is available so that comments can be returned to you that help you understand why you received the grade you did.

The oral presentation: The audience for your oral presentation is your fellow students. As you prepare the talk, bear in mind that, although all your classmates are biology majors, they are likely to vary widely in their areas of interest and expertise. Be sure that the level of the talk is appropriate to this audience, i.e., neither so technical as to be incomprehensible nor so superficial as to be uninteresting. Detailed requirements for the oral presentation are included in the Course Documents section of Blackboard. For the online version of this course, you will be asked to provide a narrated talk using the features available in Powerpoint. More information will be found on the course website. Your presentation is graded by all faculty who view your talk, not just your sponsor; as well as your fellow students. Please submit your talk through Assignments so that the grading rubric can be applied. For online students, the orals will be conducted using Adobe Connect.

Summary: The assignments for this course are designed to keep you on track as we move through the semester and to prepare you for the major graded items, the term paper and the presentation. The preliminary exercises, in areas such as formulating a good title, writing abstracts and critiquing seminars are referred to as scaffolds by writing professionals – they build the basic skills in small steps so that you can ultimately tackle the larger challenges of the final paper and your oral presentation. The scaffold assignments are low-stakes exercises – they are relatively short and count for only a fraction of your grade. This is your chance to experiment and make mistakes without incurring a penalty that might impact your final grade. Take them seriously, but enjoy them as well!

