Experimental Methods
PSY 310, Fall 2017, CRN#41262

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Please review this syllabus and Canvas before you send an email!
Most of your questions can be answered using this document.

COURSE MATERIALS:

1a) Textbook and Revel Package (required): "The Psychologist as Detective: An Introduction to Conducting Research in Psychology" by Randolph A. Smith and Stephen F. Davis (6th Edition). Note that only the Revel system is required, as it comes with an electronic version of the text.
A 3-hole punch version of the text can be purchased for a few extra dollars. Do NOT buy the hardcover version as it is unnecessarily expensive! The whole thing should cost approximately $80. ISBN: 9780134225739.
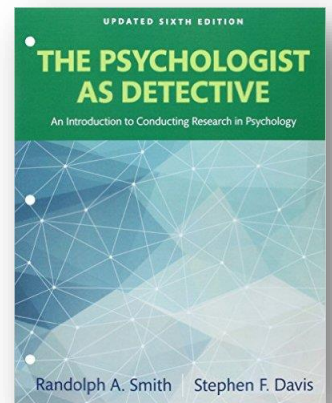
Instructions for joining the Revel course: This course uses a Pearson digital product, which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: https://console.pearson.com/enrollment/fdnhnk
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.

3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. **There is a free trial if you are waiting for financial aid.**

What you should know:
- Bookmark https://console.pearson.com to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.

1b) Handbook (recommended): Publication Manual of the American Psychological Association, 6th Edition. This will greatly assist you in writing your APA style papers in the laboratory section of the course. Much of the information, however, is also freely available on the internet.
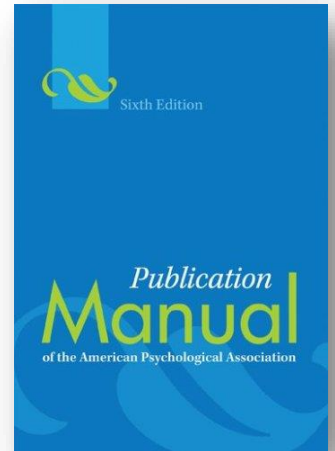
2) Canvas: Everything you need to know about this course can be found on Canvas at https://learn.nmsu.edu. This includes the syllabus, grades, and all other course material (save what is in Revel). I will also post announcements occasionally. Content on the Canvas site will be updated constantly as we progress through the course. It is your responsibility to check Canvas on a regular basis! That means once per day (preferably in the morning, especially on days when you have class).

3) Study Resources: I very strongly encourage you to make friends in this course. Other students (particularly but not necessarily those in your group) can often be helpful study partners. If you encounter any difficulties keeping up with the course content, come to meet with me sooner (rather than later). I'm happy to help out, but be prepared to meet with me, and leave adequate time before the next exam, end of semester, etc.

4) Pre-requisites: For this course, you need to have taken STAT 251G, STAT 271G, or A ST 311. If you have not taken one of these courses (and passed it successfully) then you will be at a severe disadvantage in my class.

COURSE GOALS (tangible skills I want you to develop in this course):

This course is designed to provide you with an introduction to the methods that are used to conduct scientific research. Its primary goals are to: (1) teach you the basics of designing, conducting, and communicating psychological research; (2) encourage you to become a critical consumer of basic and applied research; (3) provide you with hands-on research experience; and (4) teach you the basics of using information technology to conduct research and to interpret and present research results. Although the emphasis will be on the application of methodological principles to research

problems in various areas of psychology (e.g., cognitive psychology), we will also consider the implications of methodological principles for "real world" research issues.

Beyond learning the material, there are several skills that I want you to gain or develop in this course. This will not be a typical, lecture-based course (more on this below) wherein you come in, sit and listen to me blabber on each week, regurgitating what you've read in the textbook. You will not be hit with a litany of quizzes and tests either; these things will be used lightly to evaluate your progress in the class. So what do I want you to get better at? In short, skills that will serve you as students and as professionals (once you are done with your degree). It's unlikely you'll move on from your degrees and end up sitting in lecture halls or taking exams on a regular basis. So, let's work on building various skill sets that you may actually come to use.

"Such as what?" you may ask. There are a couple of skills I want you to work on, and I've structured the course (which I elaborate upon below) in such a way so as to help you with those skills. Specifically, there are three things that I'd like you all to try and work on throughout this class.

1) Becoming proficient at giving presentations. Well, this may seem to be a boring or simple one. Many of us have taken public speaking courses, or given presentations before. But being a good presenter of scientific/philosophic information is about far more than regurgitating what you read in a textbook. In this course, I want you to practice synthesizing complicated / scientifically rigorous information into a manageable "bite size." I want you to learn to give presentations that are concise, and that hone in on the most important and stimulating aspects of the material you are to present. I want you to be able to present information in an interesting, lively, and fun manner. And I want you to be able to structure a presentation to fit a limited time period, and to stimulate the thinking of members of your audience. These are the skills needed for professional teachers, counsellors, or scientists. Think of condensing a textbook's worth of material into a semester long course, explaining a new treatment program to a patient, or presenting a year's worth of research in a 15-minute presentation.

2) Stepping outside of your technological comfort zone. I also want you to push yourself to take on new mediums or forms of presentation that allow you to convey information in a way you may not have previously tried. We've (likely) all given Powerpoint presentations before, and we've all written papers. But there are lots of other mediums that you could learn, and importantly, that could convey your information in a really engaging way (or to a different audience altogether). For instance, podcasts are taking off in popularity, and are a great way for people to digest information on the go. In your final project, you'll adopt a podcast style presentation (but with a visual component) that will convey information in a way that is more engaging than typical classroom presentations (e.g., "Death by Powerpoint"). Such formats of science communication often have a way of targeting a different audience (e.g., science enthusiasts

but not necessarily those trained in a particular area), of using a different (often more fanciful and conversational) tone, and so on. So, in this course, I'll push you outside of the realm of prototypical college assignments a bit.

3) Learning to work efficiently with a collaborator you do not already know. This one may be cliché, but it's important. It's unlikely that you'll move off to a new job and work with all your BFFs or be entirely on your own in everything you do. To be honest, you might end up working with people you don't particularly like! You'll do many/most things in this course in teams, and I'm going to try to pair you with some people you don't already know to make it more challenging, and to allow you to learn from each other's differing perspectives.

COURSE FORMAT:

Lecture section: This will be effectively a "flipped classroom" course, wherein you are expected to take part in learning outside the classroom (through the Revel system and your book), engage in a variety of activities (e.g, collecting data for an experiment designed by your group) during class time, and engage in group work (inside and outside the class) throughout the semester. You will NOT hear me lecture on and on throughout this semester. This will be much more of a hands-on class, and in some ways, that makes it more challenging. But hopefully, it will be a much more fun and engaging class than traditional, lecture-based classes you may have taken in the past. Throughout the course, attendance will be required, and you'll receive free points for being there regularly. You will lose points for any day you miss class, show up late, or leave early (unless otherwise cleared with me AND your group members ahead of time). Your lecture grade will constitute 70% of your overall grade in this course.

Laboratory section: It is very important that you attend the laboratory section for which you are registered. Attendance is mandatory, as the labs are an integral part of your educational experience. They are designed to give you hands-on experience so that the content of the lecture section will be more concrete. You will learn more about the lab section from your lab instructor, and there will be a separate syllabus for that part of the course. Your lab grade will constitute 30% of your overall grade in this course.

ASSIGNMENT DETAILS (all the small print!):

1) Revel system and requirements. Throughout the semester, you will be responsible for reading the material from the book, and for answering a series of multiple-choice questions at the end of each chapter. The online Revel systems merges these two things together, so all of it can be done online. When you register for the system, you'll see your assignments and their respective due dates (which are also on the course schedule, below). The quizzes at the end of each chapter are NOT lengthy or cumbersome. They are simply designed to make sure you are making progress

with the material in the course. You are expected to work on these questions alone (i.e., not with your group)! However, one day per section will be dedicated to giving you time to work on these in class. You can bring your laptop to class that day, and plan to work through the questions with me as a resource. (Note: If you finish the quizzes before the designated "Revel day" in class, you still must attend class if you wish to get attendance credit. So, come prepared to work on the next section, study for the exam, or in some other way fill the time.) I will NOT give you the answers to the questions, of course, but I will be here to work with you and help you understand the material so as to best answer the multiple-choice quizzes. If you do not have a laptop, simply make notes about areas of difficulty prior to the "Revel days" in class, so I can help you face-to-face (alternatively, you can come to my office and use my computer). I do not want to penalize anyone for not having a laptop, so take advantage of these alternatives if the need arises! <u>Overall, the Revel quizzes are worth 25% of your lecture grade.</u> Each quiz has 15 questions, and each question is worth 5 points if you get it correct on the first try, 4 points on the second try, and so on. Therefore, you can score a maximum of 75 points per quiz. There are a total of 1,050 points on these quizzes (75 per quiz X 14 quizzes), and your points will be converted to a percentage which is worth 25% of the lecture grade.

2) In-class activities / presentations. In each section of the class, you will have one (or two) in-class activities to work on. You will be paired with up to 4 other students throughout the semester. I will assign groups, and they will remain constant throughout the semester. On each activity day, the class will be given an assignment to work on. These will be related to the material that is being covered in the current section, and will require you to think critically about the material in the book, and about experimental psychology more generally. These activities will also require group presentations. On the first day of each activity, you'll be given specific details about the assignment, and you will begin working on it in class. You will then have several days to work on the project outside of class, with your group, in preparation for your presentation. On the second day of each activity, each group will give a 4 – 5 minute presentation on their group's work. These presentations will be graded using a simple rubric (see below), and each group member will receive the same score (with the exception of the peer review component), so please work together equitably. The peer review process is designed to ensure that each group member is contributing in a meaningful way to the activities. Each group member will assign every other member scores (based on a second rubric), and the average of those scores will be given to the individual. During presentations, each group member need not be a speaker, but must contribute in some way to the activity. The particular duties of each member (e.g., writing the script for the presentation, speaking, etc.) will be left to each group to decide for themselves. <u>Each activity will be worth 3% of your lecture grade (converted via the percentage of points acquired on each activity), for a total of 15% of your lecture section grade.</u>

3) In-class "work days." As noted in sections 1 and 2, there will be days each section that allow you to work in class on your Revel assignments, or with your group on your final projects. Take

advantage of these times set aside! I will always be in class on these days to walk around and help you work through your assignments.

4) Exams. At the end of each section, you will take an in-class, multiple-choice format exam. The form of the questions will follow the Revel quizzes, so it should simply be a natural extension of what you are learning outside of class. The only difference will be that the quizzes are open book, and these exams are not. I will provide bubble-sheets to you, so you do not need to bring them to class. Each exam will be worth 10% of your lecture grade, for a total of 40% of your lecture grade. Exams will not be cumulative, with the exception of the optional final (more on this below).

If for any reason you cannot attend class the day of an exam, you must contact me at least 24 hours before class to schedule a make-up exam. I will not require any form of documentation, but please note that the make-up may be significantly more difficult than the standard exam and must be taken within 1 week of the original exam date. Failure to inform me 24 hours in advance or failure to take the exam within 1 week of the scheduled date will result in a grade of zero. This is non-negotiable. If the situation arises wherein you receive a zero on an exam, you are not entirely out of luck. There will not be an official final in this course, but I will allow students to take an optional cumulative final exam (similar to the other exams, but longer) during the official scheduled time (see calendar, below). If you decide to take this exam, you do so at your own personal risk or reward. This exam may be used to replace a zero, or to replace your lowest exam score (reward!). However, if you score lower on the final than your lowest exam score, the grade you receive on the final will replace it (risk!). This may be harsh, but it is designed to encourage you to make it to every exam, and to do well on the first four (and save yourself the hassle of a cumulative final!).

Curves: For each exam, I will curve each student's score in the following way. I will take the mean (average) of the top 5% (treating that value as the perfect-score mark), and adjust all other scores accordingly. For instance, if there were 100 students, I would calculate the average for the 5 students who scored the best. Say that average came out to be 95%. I would then bump every student's score up by 5% (95% + 5% = 100%). That way, if an exam is particularly difficult for the entire class, grades will be adjusted accordingly. It also means that the top 2.5% may receive a score over 100% on any particular exam. This is a generous policy, but in practice, it often does little to change people's scores. The reason for this is that there are often several students who score 100% (or close to that) on my exams. The closer that top 5% gets to a perfect score, the smaller the curve. So don't rely on the curve to bump up your grade! The main purpose of this curve is to ensure that if I mistakenly make an exam too difficult, the students are not punished for it.

5) Attendance. Your attendance is required, unless otherwise excused (in advance!) with a serious medical condition, or some other approved reason for missing (e.g., death in the family). There are 24 days in which attendance is required (i.e., all days save holidays and the AMA day, and not including exam days which are, of course, mandatory). Therefore, you will start off with 24 points (and I will grant you 2 free absences). Think of these are free points that you get just for coming to class and participating with your group. You will lose 1 point for every unexcused absence, and you will lose ½ point for every day you show up more than 5 minutes late, or leave more than 5 minutes early (unless otherwise excused). Please take this seriously. Your attendance is necessary to get the most out of this course, and for group cohesion. And showing up late (or leaving early) is disruptive to everyone. I'm happy to make exceptions when absolutely necessary, but be sure to communicate with me about your needs well in advance. <u>At the end of the semester, your points (out of 22, to account for the freebies) will be converted to a percentage that is weighted to be worth 5% of your overall lecture grade.</u> Think of this as a free 5% just for coming to class regularly and on time! And if you come every single day, those two extra days will count as a small bit of extra credit.

6) Final project / viewing parties.

The final project in this class is designed to simultaneously challenge you and entertain the class. I want each team, at the end of the semester, to present an 8-10 minute audiovisual podcast. Throughout the course, we are going to engage in real-world data collection by doing mock experiments on which your final project will be based. As a group, you will design and implement an experimental protocol to answer a very simple empirical question. For instance, imagine you were interested in asking "Are men more/less likely than women to help a stranger?"

These questions, it must be said, need not be terribly psychologically interesting. The point of this exercise is not to contribute some large piece of information to the scientific literature, but rather to engage in real-world experimentation for the first time. You'll find that it is very challenging to develop appropriate experimental protocols, figure out how to properly measure dependent variables, and so on. Examining men and women's likelihood of helping a stranger would be appropriate for this exercise because it is simple, there is background research available on the topic, and it could easily be implemented on campus during our "data collection day." I will ask you to think about this project from the very start of the course, but I have also set aside two days in class to develop your question and have it approved by me. We will then set aside several days in class preparing to go out in the real world and collect our data. We'll have a first day of data collection that is a "dry run," wherein you figure out the mistakes you're making in your protocol. You'll then have a day set aside to gameplan how to improve the research protocol (with my help), and a second day of data collection to try and do it better.

Your final presentation will center around that project. You will first discuss relevant prior literature in the style of "2- minute science." You will then discuss the methodology (and control procedures) you implemented, and show how your experiment was conducted, as well as the results of your data collection. Finally, you will comment on how your mock experiment fits in with prior psychological research findings, and you will discuss what you would do differently, were you to repeat this experiment in the future.

Here is a breakdown of the timing you should adopt for your final project.

1) Approximately two minutes spent introducing the question, and discussing previous literature relevant to the question. You must discuss at least one peer-reviewed journal article, and this article must be approved by me ahead of time. You can simply email it to me for approval, or bring it to me in class.

The best way to present the findings of an article in such a short timeframe is to think of this as "2- minute science." This is an idea I borrowed from the "Hidden Brain" podcast, wherein they do "Stopwatch Science" during which each presenter is challenged with presenting a summary of an important research article in under one minute. And from *Scientific American*, where they do "60- second science." You will do something similar, in that each group will have two minutes to present the findings of an article (or two articles, if you like).

Here are some examples of podcasts to help you along:

Here is the website for the *Hidden Brain* podcast.
http://www.npr.org/series/423302056/hidden-brain
…and here's an episode where they do "Stopwatch Science."
http://www.npr.org/2015/09/22/434597124/trying-to-change-or-changing-the-subject-how-feedback-gets-derailed
Here is the website for *Scientific American's "60 second science."*
http://www.scientificamerican.com/podcast/60-second-science/

2) Approximately three to four minutes discussing the details of your study. This includes explaining the methodology, showing mock examples of how you conducted your experiment (e.g., pictures or videos of you acting out your manipulation), and presentation of the results (preferably in graphical form).

3) Approximately one to two minutes discussing how your findings relate to the prior literature (specifically, the article you chose to discuss).

4) Approximately one to two minutes discussing limitations of your study, and commenting on things that you would do differently, were you to conduct this experiment again.

Typically, podcasts are simply auditory in nature, but I'd like this to be a visual presentation as well. Use visuals to convey your information. You can show plots of data from the papers you're discussing (and your own data), videotape your group discussing the topic/project, present visuals of the experimental setup and/or materials, etc. These do NOT have to be high budget presentations. The presentation must be videotaped, but simply using a cell phone to do so is sufficient (and easy and free!). You will then turn them in by uploading them to YouTube and sending me a link via email. The goal is to present material in a really fun and engaging way, and to do so in a medium that you are not universally comfortable with. At the end of the semester, we'll all listen/watch these and will vote on the best ones. The top three best presentations will receive extra credit points.

The final presentation will be graded as a group (on a rubric); every member receives the same score (save the peer review component). <u>The final project is worth 15% of your overall lecture grade, so please take it seriously!</u>

Final Presentation Voting Rubric

For each group's presentation, I want you to write the name of the group, and give each of the 4 areas below a score out of 5, with 1 being "worst" and 5 being "best." YOU CANNOT VOTE FOR YOUR OWN GROUP, so please put your name on these so that I can verify that. After all the presentations are done, I will tally up these scores, and award 3 rubric points of extra credit to the best presentation, 2 to the second best, and 1 to the third best. I will also announce the winners on Canvas. Here is how to rate these:

1) Interest. How interesting was the material that was presented?
2) Enthusiasm. How enthusiastic was the presentation?
3) Learning. How well did the group's presentation do at teaching the audience something new?

ACTIVITY RUBRIC

Below, you'll find the rubric for the activities. The first two components are graded by me. The second portion is the peer-review component. Each section of the rubric (Delivery, Content/Organization, Peer-Review) is valued the same. The peer-review component is scored out of more points, as it is a more involved evaluation. However, it will be weighted to be worth the same amount as the other two components.

	Excellent – 4	Good – 3	Fair – 2	Unsatisfactory - 1
Delivery	• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection	• Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection	• Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content / Organization	• Demonstrates full knowledge by presenting with helpful explanations • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with material, but without good explanation • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence	• Does not have grasp of information • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions

Peer Evaluation of Team Members for Activities, PSY 310 Spring '17

Below is a list of behaviors that facilitate group performance. Please indicate how frequently each of your teammates did each of the behaviors, using the scale below. Each student's peer evaluation score is the average of the points he/she receives from his/her teammates. Peer evaluations not turned in will be assumed to have been universally most positive. All questions are rated on a scale from 1-5, and evaluations will be conducted semi-anonymously online (i.e., I will know who the ratings come from, but your classmates will not).

1.   He/she showed up and was prepared for team discussions.
2.   He/she contributed to making the slides.
3.   He/she participated constructively.
4.   He/she was respectful of individual differences of opinion.
5.   He/she encouraged a cooperative group climate (e.g., encouraged all members to contribute, fostering the sense of "we-ness" in the team, cooperated with the team to reach the team goal even if his/her ideas weren't adopted).
6.   He/she communicated clearly and to the point (e.g., he/she made very few rambling or off-topic comments).

7.   He/she listened attentively (e.g., didn't interrupt, focused on the task, wasn't distracted or distracting others).
8.   He/she was dependable.
9.   He/she analyzed ideas rather than criticizing personalities.
10.   He/she was an asset to the team.

OTHER IMPORTANT POLICIES:

Cell phones: During class, please turn your phones off, or on silent. Do not check your phone during class. You're in class. You're an adult. You pay for this course. So please behave accordingly.

A comment on scholarships, graduation and the like: Very often, students come to me and tell me that if they do not receive a certain grade in my course, they are going to lose their scholarship, or they won't graduate, or they will become ineligible for something or other. Let me be clear: I can relate. I understand how hard it is to succeed in education, to pay for school, etc. I in no way wish for anything bad to happen to anyone as a result of failing my course. But it is your responsibility to get a good grade in my course; it is not my responsibility to give you a good grade. You must earn it. Do NOT ever tell me about these types of concerns. Please. It puts an unfair pressure on me as an instructor, whether it is done intentionally or not. I will never assign a student a grade that s/he did not earn, so please do not come to me saying "I need a grade bump or I will lose my scholarship." It would be completely unfair to the rest of the class to grant anyone a grade they did not earn. Besides, many of your fellow classmates also have scholarships, graduation concerns, etc. Please keep that in mind.

You may see this policy as cold. I see it as being fair to everyone in the course. If you are worried about something like this and need to drop the course, come to see me early, and we can discuss options for withdrawal, figure out if it is possible for you to pass the course (given your current scores), etc. In this regard, my door is always open. Just do not pressure me to give you a better grade.

Late policy: You will lose 10% of your grade for every day that an item (e.g., activity, Revel quiz, final project) is late. For instance, if you are late to finish your Revel quizzes, they will be worth 10% less than they would have otherwise (and you'll need to let me know if that happens, as Revel will lock you out and prevent late submissions). If you fail to turn in your activity to me on time, your entire group will lose 10% (please always make sure to copy your group member when emailing me assignments so they know it was submitted on time; I'll always confirm receipt). Same thing goes for the final project. Stay on top of deadlines, please! I don't like removing points unnecessarily.

Grade calculation: Attendance is worth 5% of your grade, exams are worth 40% of your grade (10% each), activities are worth 15% of your grade (3% each), Revel quizzes are worth 25% of your grade, and the final project is worth 15% of your grade. But remember, the lecture section is worth 70% of your overall grade, and the lab accounts for the remaining 30%.

Final letter grades are assigned as follows:

Percentage	Letter Grade
> 97.6%	A+
92.6 – 97.5%	A
89.6 – 92.5%	A-
87.6 – 89.5%	B+
82.6 – 87.5%	B
79.6 – 82.5%	B-
77.6 – 79.5%	C+
69.6 – 77.5%	C
59.5 – 69.5%	D
< 59.5%	F

Incomplete Grade: The current catalog statement is "Instructors may assign *I* grades only if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. Examples of appropriate circumstances include documented illness, documented death or crisis in the student's immediate family, and similar circumstances. Job related circumstances are generally not appropriate grounds for assigning an *I* grade. In no case is an *I* grade to be used to avoid the assigning of *D*, *F*, *U*, or *RR* grades for marginal or failing work."

Complete information regarding the use of an "I" Incomplete grade can be found in the courses catalog (the link below is to the 2014-15 catalog as the 2015-16 catalog is not yet online): http://nmsu.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/General-Information/Regulations/Incomplete-Grade

Academic Misconduct: The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online: http://studenthandbook.nmsu.edu/

Academic misconduct is explained here: http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/

Discrimination and Disability Accommodation:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director
Student Accessibility Services (SAS)
Corbett Center Student Union, Rm. 208
Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: http://sas.nmsu.edu/

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.
Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Lauri Millot
Title IX Coordinator

Agustin Diaz
Title IX Deputy Coordinator
Office of Institutional Equity (OIE)
O'Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: http://eeo.nmsu.edu/

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311 www.nmsupolice.com
NMSU Police Victim Services:	(575) 646-3424
NMSU Counseling Center:	(575) 646-2731
NMSU Dean of Students:	(575) 646-1722
For Any On-campus Emergencies:	911

CHEATING/PLAGIARISM POLICY:

Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more information and help on how to avoid plagiarism at http://lib.nmsu.edu/plagiarism/

EMAIL / CONTACT POLICY:

My typical response time to emails is between 24 and 72 hours. If you don't get a reply, please double check that you have the correct address (mhout@nmsu.edu) and try emailing me again (or stop me in class). I prefer that you send emails to my personal email rather than message me through Canvas. It's easier for me to respond through direct email, and therefore you are more likely to get a speedy response from me there.

DISCLAIMER:

This syllabus is subject to change without notice!

TENTATIVE SCHEDULE:

Date	Activity	Required Chapters	Deadlines
Thursday, August 17, 2017	Syllabus Day / Explanation of the Class Format		
Tuesday, August 22, 2017	Group Introductions / Science Reporting Video		
Thursday, August 24, 2017	Activity 1		
Tuesday, August 29, 2017	Activity 1 (Present)		
Thursday, August 31, 2017	Start Thinking of Final Project Day		
Tuesday, September 05, 2017	Finalize Final Project Idea Day		
Thursday, September 07, 2017	Revel Day - Work on Revel In Class		Section 1 Revel Due
Tuesday, September 12, 2017	Exam 1	Ch1-4	
Thursday, September 14, 2017	Activity 2		
Tuesday, September 19, 2017	Activity 2 (Present)		
Thursday, September 21, 2017	Activity 3		
Tuesday, September 26, 2017	Activity 3 (Present)		
Thursday, September 28, 2017	Ask Me Anything / Grad School Help Day		
Tuesday, October 03, 2017	Revel Day - Work on Revel In Class		
Thursday, October 05, 2017	Activity 4		Section 2 Revel Due
Tuesday, October 10, 2017	Exam2	Ch5-7	

Thursday, October 12, 2017	Activity 4 (Present)		
Tuesday, October 17, 2017	Activity 5		
Thursday, October 19, 2017	Activity 5 (Present)		
Tuesday, October 24, 2017	Data Collection Day #1!		
Thursday, October 26, 2017	Revel Day - Work on Revel In Class		Section 3 Revel Due
Tuesday, October 31, 2017	Exam 3	Ch8-10	
Thursday, November 02, 2017	Experiment Revision Day		
Tuesday, November 07, 2017	Data Collection Day #2!		
Thursday, November 09, 2017	Revel Day - Work on Revel In Class		Section 4 Revel Due
Tuesday, November 14, 2017	Exam 4	Ch11-14	
Thursday, November 16, 2017	Work on Final Project in Class		
Tuesday, November 21, 2017	Thanksgiving Break		
Thursday, November 23, 2017	Thanksgiving Break		
Tuesday, November 28, 2017	Viewing Final Projects #1		
Thursday, November 30, 2017	Viewing Final Projects #2		
Tuesday, December 05, 2017	Final (Optional) Exam: 1-3pm	All Chapters	

Color key: Orange = fun/easy days; yellow = activities; red = no class; white = Revel days; green = exams; purple = final project days

*** Please note: This schedule is subject to change, according to class demands! ***