TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 290 SOCIAL SCIENCE CAPSTONE COURSE
Spring 2023, Section: M01 On-Campus
Room 215F - Mondays & Wednesdays, 1:30pm-2:45pm

Amber Gilewski, Professor of Psychology
Office Area: 241
Office Hours: Monday -10:15am-12:15pm, 3pm-4pm (241 or Teams)
            Tuesday - 9am-10am (241 or Teams)
            Wednesday – 10:15am-12:15pm (241 or Teams)
            Thursday – 9am-10am (241 or Teams)
            Please use Starfish to set up an appointment.
Phone: (607) 844-8222, ext. 4257
Website: www.ambergilewski.com
E-mail: amg@tompkinscortland.edu

Email through the college account is generally the best way to reach me.
Please provide your name, course and section number in any email correspondence.
I teach multiple classes and sections and this helps me to more quickly answer your question.
Please utilize your college myMail account when contacting me via email.
For the purpose of course related communication, I only use my college email address
or mail through Brightspace. Do not accept a message from some other e-mail address
other than the college email I use or through Brightspace.

I generally respond to emails within a 24-hour period (except some weekends when
I am away and during scheduled holidays and breaks). If you do not receive a reply
message within that time frame, please resend your message, as there must have been
either A) a technical error in the retrieval process or B) I am trapped under something
heavy and cannot get to a computer. Since in most cases, the answer will not be B,
please resend it!

TOPIC: PSYCHOLOGY

COURSE DESCRIPTION: This course is a required course for Liberal Arts - Social
Science majors, and is meant to be taken during the final semester before graduation.
This course is designed to provide students with an opportunity to draw on a variety of
perspectives, and methods from Psychology in application to a specific research. The
course is conducted as a research and discussion seminar. The primary product of this
course will be an in-depth research paper on a psychology topic of your choice.

COURSE PREREQUISITES: ENGL 101; PSYC 103; SOCI 101; at least one course
from a history sequence (HSTY 101, 102, 201, or 202); or permission of the instructor.

SEMESTER CREDIT HOURS: 3

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

1. Produce effective and appropriate written and oral communications that reflect social scientific reasoning.
2. Locate, evaluate, and apply relevant social scientific research.
3. Investigate a question using the research process of one Social Science discipline.

FORMAT: This course will be conducted as a seminar with students gathering and presenting information. There is a significant amount of reading and writing in this course. Timeliness of completed work is also important.

While the class does meet on campus, I will allow students to join the class remotely if they should need to. To join the class LIVE ONLINE we will be using Microsoft Teams, as it has the option for closed-captioning for those who may need it. Here are some general guidelines to make sure we have a productive learning environment:

1. Having your camera on is encouraged so we can create community and show active engagement in the course. If you cannot have your camera on for any reason, then audio is fine. Please use a class-appropriate picture of yourself for your profile (it can be a real picture or avatar) so when we cannot see you on camera, we know who is there.
2. Please use MUTE when you aren't speaking so others can hear more clearly.
3. Use the chat feature for appropriate class related discussions.
4. The classes will usually be recorded for class use only and for others who may miss class and need access to what was covered. Please do not screenshot or share our recording with others outside of class without their express permission.
5. Please be respectful, forgiving, and mindful of others in the class as we are all learning these new technologies together.

Sometimes mix-ups, power failures, and terrible internet service happens. If a Live-Online session is interrupted or if I am having trouble taking part in a Live-Online session, please check Brightspace for more information about next steps. If I am unable to get to Brightspace, then I will text the class as a backup.

In the case of the College going fully remote (or in the case an individual class session must be remote), we will use our Teams site for class sessions. Brightspace has a link to our Teams site. Please note that in some cases we may have very limited notice time in case of a switch. I will use Brightspace Announcements and/or text in case of any switch.

COURSE REQUIREMENTS:

Presentation of research article (5%)
Annotated Bibliography (25%) - See separate handout.
Paper Outline w/sources (15%)
Research Paper Draft (20%)

Research Paper (25%)
Attendance and Participation (10%) - For a seminar to work successfully, all participants must attend class regularly, be fully prepared to discuss assigned reading material, make contributions based their own research, and collaborate with peers.

If you are running into any difficulties for any reason and need an extension on an assignment, please contact me as soon as possible.

Generally I will grade assignments within 1 week from the due date in this class.
If I must deviate from that time-period I will inform the class via an announcement in Brightspace.

ACCESS AND EQUITY SERVICES:
It is the College's policy to provide, on an individual basis, appropriate academic adjustments to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or clb@tompkinscortland.edu to discuss their particular need for academic adjustments. This material is available in alternative formats upon request.

If you do have an academic adjustment, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.

Stress Management & Emotional Wellness:
Stress is a common part of the college experience, and it can be intensified by unexpected life changes outside the classroom. As a student, you may experience a range of issues that can cause barriers to learning, such as significant stress, mood changes, excessive worry, problems with eating and/or sleeping, strained relationships, increased anxiety, alcohol and other drug use, feeling down, difficulty concentrating, and/or lack of motivation. These issues can deteriorate your emotional and physical health, leading to diminished academic performance.

Tompkins Cortland Community College provides mental health services to support the academic success of students. The Office of Mental Health Services (OMHS) Counseling Center offers free, confidential services to help you manage personal challenges that may threaten your well-being and academic success. To speak with a clinical counselor, contact the Counseling Center at 607.844.6577. More information about updates with the office hours can be found here:
https://www.tompkinscortland.edu/campus-life/mental-health-counseling

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

TECH SUPPORT:

Brightspace Assistance

Questions about your course requirements and assignments should be directed to your instructor. If you are having technical issues, like an error message when uploading a file, you can contact either the Open SUNY Helpdesk or the TC3 Tech Support Desk. You can contact the SUNY Online Helpdesk by email at opensunyhelp@suny.edu or by phone 1-844-OPENSUNY. The TC3 Helpdesk information can be found here: https://tompkinscortland.on.spiceworks.com/portal_registrations or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

Microsoft Teams Assistance

We recommend installing the Microsoft Teams app on your mobile device and computer (https://www.microsoft.com/en-us/microsoft-365/microsoft- teams/download-app). You can learn more about using Microsoft Teams at https://education.microsoft.com/en-us/resource/3dd2b900

If you have having technical issues with Teams, The TC3 Helpdesk information can be found here: https://tompkinscortland.on.spiceworks.com/portal_registrations or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

ACADEMIC/SUPPORT SERVICES:

We have a variety of free support services available to you. Please use them! These include the following: tutoring, access and equity services, mental health, library services, food pantry, and more.

STUDENT CONDUCT:

As noted in the Non-Academic Code of Student Conduct, students are required to comply with the reasonable requests of any College employee acting in the performance of their duties. This applies to all in-class expectations including all policies related to health and safety.

Classroom Civility applies in virtual class spaces as well. Typical standards of behavior that apply to on-campus behavior may also apply online. These include dressing appropriately, not smoking/vaping, not consuming alcohol, and not engaging in illicit or illegal activity. The general rules of being engaged in class and being respectful apply to virtual spaces.

Policy on Plagiarism. Please note the College policies on academic integrity in the College Catalog. Specifically, "Any written work submitted by a student must be his or her own. If a student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote". (p.54) For this course, you will use APA style to cite and reference any ideas that are not your own. Be forewarned that all assignments you do must be your own work and any incidents of academic dishonesty will be

sanctioned and the academic dean and provost of the college will be notified. Sanctions for academic dishonesty may include, but are not limited to, a reduction in grade, elimination of grade, or failure for the course. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog at https://www.tompkinscortland.edu/academics/statement-academic-integrity-policy and https://www.tompkinscortland.edu/academics/violation-academic-integrity-policy.

Guidelines for writing your Capstone research paper

Paper outline (15% of grade)
Write an outline of your paper identifying where each source will fit in. Do this by identifying the author(s) name, date, and page number(s) if appropriate, using APA style citations. We will cover our expectations for your outline in more depth right before you begin work on it.

Paper Draft (20% of grade) Write the best draft that you possibly can and get it in on time. What writing you do now, will save you time and effort later.

Final Paper (25% of grade)
> **These guidelines were created by and are used with the permission**
> **Dr. Carla Golden, Professor of Psychology at Ithaca College.**
> They have been modified for the purposes of this course.

The purpose of this paper is to report on the findings of your literature search and what you learned about the topic you chose to research.

Your paper should have an opening section (consisting of about two paragraphs) in which you present the question you originally chose to research and discuss how you broadened or narrowed the question because of the database search you conducted for relevant articles. This section will involve use of the first person (e.g., I wanted to know whether …). You might note how difficult it was to find studies on your topic, whether you had to change your topic as a result, whether there was only a small amount of research on your topic or many studies to choose from, whether there was a lot of recent research, or whether you had to resort to older studies to find ones that were relevant to what you were looking for, and/or whether there was anything that surprised you or struck you as particularly noteworthy about the search you undertook. One can learn a lot about the topic from just the database search process, and what we want to know in this section is what you learned about your topic from this process. This is also the place to talk about how the question you started out with (what you wanted to find out more about) changed as a function of the actual research studies you read. This section of the paper should be limited to one or two paragraphs.

The middle section of your paper should summarize and *synthesize* at least eight of the studies you found of your topic and the general conclusions that can be drawn from

them. For each study, you'll want to note who the participants were, what question was addressed in the research, what if any relevant theories were used, what the hypotheses were, what was measured (how specifically they conducted the study to test the hypotheses), the major findings and, if applicable, whether these finding support the hypotheses and whether they support a specific theory. Obviously, you cannot go into the amount of detail that you did in your annotations; a rather brief overview of each study will have to suffice. However, be sure there is enough detail to answer the questions listed above. For example, you want to discuss the general information about the research methods and design used, but specific details of participant recruitment, test questions in a testing instrument, procedure, and statistical fine points should be left out, unless critical to the study and you feel it necessary to mention them.

How you synthesize the research in this section will very much depend on the studies you found. One basic format would be to present each study separately (in several paragraphs), and then at the end, relate them all to each other and draw some general conclusions. Another format would be to group the studies that are similar, and discuss them all together in one section, then contrast them with other studies that showed something different. So, you might group the studies that used similar procedures, or discuss those that were correlational separately from those studies that were experimental. Or you could discuss those with similar findings together, and contrast them with other studies which collectively revealed different results.

The concluding section of your paper should tell us what you learned overall from the process of preparing and writing this paper. In other words, what did you learn from reading and thinking about the research on your chosen topic? This section should be written in the first person, and could address some of the following: Do you feel you have an answer to the question you started out with, or has a different question been answered? What exactly have you learned about your original research question or topic? Here is an issue you should address: How is the research you report related to culture? Even if the articles don't specifically mention culture, that doesn't mean it hasn't figured into the research, only that the researchers haven't explicitly addressed it. Culture can be lurking in the background, unacknowledged, even if the participants were middle class European Americans. Research using an all-white sample doesn't mean culture is absent any more than the presence of participants from communities of color means that culture is explicitly present. Think about the unstated assumptions of the researchers, the materials and procedures that were used to conduct the research, the questions that were asked, and the interpretations that were offered. All of these may reflect cultural beliefs and values related to your topic even if not explicitly acknowledged.

Some important details

- You need to have smooth transitions between paragraphs and between sections of your paper.

- In the body of your paper, reference to research should also follow proper APA style, as in "Harris, Smith, and Jones (2004) reported that." Note that only last names are used. If you are discussing one study in each paragraph, there is no need to provide the citation more than once in that paragraph, if it is clear that you are discussing the same study. For example, after the first mention of the study's authors, you can refer to them more generally, e.g., "The researchers identified participants who" or, "It was reported that". If you're discussing different articles within the same paragraph, it may be necessary to cite each study so it's clear which sentence(s) refer to which citations.

- Your paper should be carefully written, spell-checked, and proofread.

- Your paper should be at least 10 pages, double spaced, 10 or 12 pt. font, not including the title and reference pages.

- Your paper must include citations and include an APA style list of references at the end.

Keep track of your grades here:

Assignment	Worth	Grade Earned
Presentation of research article	5%	
Annotated bibliography	25%	
Paper outline w/sources	15%	
Research paper draft	20%	
Research paper	25%	
Attendance & Participation	10%	

100%   _____

To estimate how you are doing overall at any point in the class:
1. Add up the total points you have earned on each assignment.
2. Add up the total points you could have earned at that point.
3. Divide earned points by possible points.
4. Multiple by 100 and compute letter grade.

Grading Scale:
93.33-100.00% = A
90-93.32% = A-
86.67-89.99% = B+
83.33-86.66% = B
80-83.32% = B-
76.67-79.99% = C+
70-76.66% = C

66.67-69.99% = D+
63.33-66.66% = D
60-63.32% = D-
Below 60% = F

CLASS SCHEDULE AND ASSIGNMENTS (subject to adjustment)

1/25   Course Outline & Introductions. Homework: think of one or two research questions or paper topics that may interest you.

1/30   Discussion/brainstorming on research topics. Methods of research, reading research articles and writing an annotation (handout).

2/1   Database search training with a librarian in class. Any remaining time will be spent working on focusing research topic and literature search.

2/6   Brief progress reports on literature search and topics; all students should have at least one article for first annotation to share.

2/8   Annotations number 1 & 2 due by 1pm EST. Time for individual meetings and literature search. Annotations will be returned before our next class. Review feedback and prepare any questions you might have.

2/13   Previous Annotations returned. Time for individual meetings and lit search.

2/15   Annotations number 3 & 4 due by 1pm EST. Time for individual meetings and lit search.

2/20   Previous Annotations returned. Time for individual meetings and lit search.

2/22   MID-WINTER DAY (NO CLASS)

2/27   I will be out of town. Use the time to work on your next annotations.

3/1   Annotations number 5 & 6 due by 1pm EST. Annotations will be returned before our next class. Review feedback and prepare any questions you might have.

3/6   Previous Annotations returned. Time for individual meetings and lit search.

3/8   Annotated bibliography due with all 8-10 sources by 1pm EST.

3/13   Paper outline assigned. Discussion of outlining process. Work on outline.

3/15   Annotated bibliography returned. Individual meetings about outline & sources w/instructor.

3/20   Individual meetings as needed.

3/22   Paper outline due. Individual meetings as needed.

3/27 & 3/29   **SPRING BREAK (NO CLASSES)**

4/3   Paper writing day. Individual meetings.

4/5   Paper writing day. Individual meetings.

4/10   Paper writing day. Individual meetings.

4/12   First draft of paper is due by midnight EST. Individual meetings as needed.

4/17   Individual conferences as needed.

4/19   Paper drafts returned. Individual work on revisions.

4/24   Individual conferences as needed.

4/26   Individual conferences as needed.

5/1   Individual conferences as needed.

5/3   Final papers due by 1pm EST. Individual meetings as needed.

5/8   Discussion of process and conclusions.

5/10   Final papers returned.

5/15 or 5/17   Final exam period. Class wrap-up & presentation of research articles.