

## Research in Psychology

Psychology 400-C-A

<i>Instructor Information</i>	<i>Course Information</i>
Janelle S. Peifer, PhD jpeifer@agnesscott.edu Office: Bullock Science Center 118 E 404.471.5362	Fall 2017 MW – 11.30 – 12.45 Bullock Science Center 108 E Office Hours: M – 13.00 – 15.00

### Communication and Questions

#### *Office Hours*

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to come by my office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. Also, each student will schedule two, 15-minute student conferences. These will occur during office hours. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

#### *Course-Related Discussion Group Text*

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

### Accessibility and Accommodations

We will seek to build an inclusive classroom environment together. I will work with Agnes Scott's Office of Student Disability Services (OSDS) to accommodate students' learning needs provide accommodations to students registered with OSDS.

Office of Academic Advising - p. 404.471.6174

To find more information about establishing accommodations, visit:

<http://www.agnesscott.edu/academicadvising/disability-services.html>.

### Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race, national origin). For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert ([kgilbert@agnesscott.edu](mailto:kgilbert@agnesscott.edu), 404.471.6435) and/or Kristian Contreras ([kcontreras@agnesscott.edu](mailto:kcontreras@agnesscott.edu), 404.471.6394).

## Course Purpose and Learning Objectives

In this course, you will: 1) develop familiarity with major theories about and research on global competence, 2) examine the practical, ethical, and scholarly considerations for completing research domestically and abroad, 3) build skills in accessing, comprehending, and critiquing research articles, 4) apply critical thinking skills to your own work and research, 5) explore your post-college professional and personal goals, and 6) demonstrate the ability to develop, write, and share your research.

## Psychology Departmental Learning Objectives

The course and its assignments align with the Psychology departmental learning objectives and American Psychological Association Learning Goals 2, 3, and 4. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline—Learning Goal 5 of the American Psychological Association Guidelines for the Undergraduate Psychology Major (2006). More specifically, *every student will*:

- use APA style and research sources to write a research paper that is at least 15 pages long
- participate in an oral presentation for at least 15 minutes
- be expected to critique and discuss research articles
- design projects
- be strongly encouraged to submit to give a presentation or poster presentation at an internal and/or external conference about their research
- spend time exploring her career goals

## Credits and Workload

To meet the requirements of this four credit course, you will spend: 1) three hours in the classroom each week and 2) at least three additional hour per week on readings and other course assignments.

## Submitting Assignment

For each assignment listed below, please review the submission guidelines. **For every assignment, attach a completed and pledged assignment description/rubric.** If you submit materials incorrectly (e.g., slipping under my office door), they will not be accepted or graded. Assignments will be docked a letter grade for each day submitted after the deadline (including weekends) except with written medical or emergency excuse.

## Tardiness, Attendance, and Make-Up Policy

You may miss two classes without penalty. If you arrive more than 5 minutes late to class, that will count as an absence. Each absence over two will impact your final participation and attendance grade. If an extraordinary situation (e.g., hospitalization, death of a family member) arises that requires your absence or prevents the submission of an assignment - you *must* communicate with me, by e-mail, as soon as possible to develop a plan.

## Assignments and Grade Breakdown

Reference Moodle for detailed descriptions of and rubrics for each assignment. Brief assignment descriptions are included on the next page. You are responsible for keeping track of your own grade and are able to do that using the form below.

#	Assignment	Due Date	Pot. Points	Actual Points	Submission Details
	<i>Total</i>		1000		
<b>Presented in Class</b>					
1	Article Critique and Discussion Questions	M, 9/18	100		Print and Upload to Moodle. Bring printed or digital version to class.
4a	Research Questions and Hypotheses Presentation	W, 9/27	10		Print and Upload to Moodle. Bring printed or digital version to class.
15	Oral Research Presentation	M, 11/20	100		Upload Visual Aid to Moodle. Bring digital version to class.
<b>Reviewed by Professor</b>					
2	Research Tasklist/Timeline	W, 9/20	20		Print and Upload to Moodle.
3	Annotated Bibliography with Summaries	M, 9/25	25		Print and Upload to Moodle.
5	Pre-Registration and Potential Journal List	M, 10/2	55		Print and Upload to Moodle. <a href="https://aspredicted.org/">https://aspredicted.org/</a> -- <a href="https://osf.io/5k639/">https://osf.io/5k639/</a>
6	Syntax and Results	M, 10/23	15		Print and Upload to Moodle. Bring printed or digital version to class.
7	Final Paper Outline	W, 10/25	10		Print and Upload to Moodle.
8	Methods and Anticipated Results Draft	W, 11/1	30		<i>Draft 1:</i> Submit by e-mail to assigned peer reviewers and copy Dr. Peifer on this message. <i>Draft 2:</i> Print and Upload to Moodle.
9	Introduction Draft	M, 11/6	30		<i>Draft 1:</i> Submit by e-mail to assigned peer reviewers and copy Dr. Peifer on this message. <i>Draft 2:</i> Print and Upload to Moodle.
11	Conference Submission	M, 11/13	5		Submit to SEPA CEPO for poster and/or

					prepare submission for SpARC, GURP. Print and Upload to Moodle.
12	Abstract and References Draft	M, 11/13	20		<i>Draft 1:</i> Submit by e-mail to assigned peer reviewers and copy Dr. Peifer on this message. <i>Draft 2:</i> Print and Upload to Moodle.
16	Resume or CV	M, 11/27	10		Print and Upload to Moodle. Must be sent to at least one person.
17	Informational Interview Write-Up	M, 11/27	20		Print and Upload to Moodle.
19	Career Assessment Reflection	M, 12/4	10		Print and Upload to Moodle.
21	Final Research Paper	M, 12/11	200		Print and Upload to Moodle.
<b>Peer Review (for Fellow Students)</b>					
4b	Research Ideas Feedback	W, 9/27	10		Present in class and submit to peer.
10	Review of Methods and Anticipated Results	M, 11/6	25		Track changes and submit by e-mail to peer reviewees and copy Dr. Peifer.
13	Review of Introduction	M, 11/13	30		Track changes and submit by e-mail to peer reviewees and copy Dr. Peifer.
14	Review of Abstract and References	W, 11/15	25		Track changes and submit by e-mail to peer reviewees and copy Dr. Peifer.
18	Review of Research Presentation	M, 11/27	50		Submit in class.
20	Review of Research Paper Final Draft	M, 12/4	50		Track changes and submit by e-mail to peer reviewees and copy Dr. Peifer.
<b>Basic Expectations</b>					
--	Attendance	--	50		--
--	Participation	--	50		--

### Grading Scale

A: 93 – 100  
B-: 80 – 82  
D+: 67 – 69

A-: 90 – 92  
C+: 77 – 79  
D: 63 – 66

B+: 87 – 89  
C: 73 – 76  
D-: 60 – 62

B: 83 – 86  
C-: 70 – 72  
F:  $\leq 59$

## Weekly Course Schedule<sup>1</sup>

A list of each week's readings and materials are included at the end of this document. I will post other required (or suggested) materials to Moodle.

*Note: Readings and assignments are due by the course session indicated below – not to be completed after the session listed.*

No.	Date	Topic	Assignments Due
1	W, 8/23	Introduction and Course Overview	<i>Readings:</i> None.  <i>Assignment(s):</i> None.
2	M, 8/28	Introduction to Global Competence Research – Theories and Models	<i>Readings:</i> 1) Chao, M. M., Okazaki, S., & Hong, Y. Y. (2011), 2) Spencer-Oatey & Stradler (2009) and 3) Pettigrew, T. F. (1998)  <i>Assignment(s):</i> Initial Survey
3	W, 8/30	Ethical Considerations and the IRB/Completing Research Abroad	<i>Readings:</i> 1) Gray (2005), 2) Hu, S., & Kuh, G. D. (2003), 3) Hunter, B., White, G. P., & Godbey, G. C. (2006), 4) Biddle (2014), and 5) Matt (2013)  <i>Assignment(s):</i> None.
--	M, 9/4	<i>Labor Day – No Classes</i>	
4	W, 9/6	Accessing Research <i>Library Visit - Casey Long - McCain 211</i>	<i>Readings:</i> Heyward, M. (2002)  <i>Assignments:</i> Article Analysis - Library Session.
5	M, 9/11	<del>Comprehending Research</del> (Irma Cancellation)	<i>Readings:</i> 1) Coughlan, Cronin, & Ryan (2007a) and 2) Altbach, P. G., & Knight, J. (2007)  <i>Assignments:</i> None.
6	W, 9/13	<del>Discussing and Critiquing Research</del> (Irma Cancellation)	<i>Readings:</i> 1) Coughlan, Cronin, & Ryan (2007b) and 2) Urban, E. L., & Palmer, L. B. (2013)  <i>Assignments:</i>
7	M, 9/18	The Nuts and Bolts of Designing Research - Discussing and Critiquing Research	<i>Readings:</i> 1) Zipp (2012), 2) UVA HR, and 3) Deardorff, D. K. (2006)  <i>Assignments:</i> Article Critique and Discussion Questions.
8	W, 9/20	Reviewing the Literature	<i>Readings:</i> Koester & Lustig (2015)  <i>Assignments:</i> Research Tasklist/Timeline
9	M, 9/25	Brainstorm, Foundations, Research Questions, and Hypotheses	<i>Readings:</i> Deardorff, D. K. (2011)  <i>Assignments:</i> Annotated Bibliography and Article Summaries  <i>In Class:</i> None.

<sup>1</sup> I will do my best to keep the electronic version of our syllabus up-to-date and follow it in our class sessions, but may make changes.

10	W, 9/27	Getting Early Feedback	<i>Readings:</i> 1) Morais, D. B., & Ogden, A. C. (2011) and 2) Review ASC's IRB Training Website  <i>Assignments:</i> Research Questions and Hypotheses Presentation  <i>In Class:</i> Research Ideas Feedback (Peer Review)
11	M, 10/2	Getting Early Feedback  Choosing Analyses to Match Hypotheses	<i>Readings:</i> Kitsantas, A. (2004).  <i>Assignments:</i> Pre-Registration + Potential Journals List
12	W, 10/4	Choosing Analyses to Match Hypotheses  Data Collection	<i>Readings:</i> 1) Data Collection Methods, 2) Strategies for Choosing a Data Collection Technique and 3) Goldstein, S. B., & Kim, R. I. (2006)  <i>Assignments:</i> None.  <i>In Class:</i> Mid-Semester Survey
13	M, 10/9	Data Management <i>Guest Lecture: Corey Dunn - Director, Institutional Research</i>	<i>Readings:</i> 1) Who Are Data Stewards?, 2) Stroud, A. H. (2010) and 3) Brux, J. M., & Fry, B. (2009)  <i>Assignments:</i> None.
14	W, 10/11	Statistical Software Overview	<i>Readings:</i> 1) de Leeuw (2009), 2) Choosing Statistical Software and 3) Soria, K. M., & Troisi, J. (2013)  <i>Assignments:</i> IRB Draft/CITI Training Due.
15	M, 10/16	Running Analyses	<i>Readings:</i> 1) Pearson Correlation and 2) Leask, B. (2009)  <i>Assignments:</i> None.
16	W, 10/18	Running Analyses	<i>Readings:</i> 1) Independent Samples t-Test and 2) Leask, B. (2013)  <i>Assignments:</i> None.
17	M, 10/23	Interpreting Findings and Choosing What to Highlight	<i>Readings:</i> 1) One-Way ANOVA and 2) Bennett, R. J., Volet, S. E., & Fozdar, F. E. (2013)  <i>Assignments:</i> Syntax and Results
18	W, 10/25	Results	<i>Readings:</i> 1) Results Section of "The Structure, Format, Content, and Style of Journal-Style Scientific Paper" and 2) Campbell, N. (2011)  <i>Assignment:</i> Final Paper Outline
19	M, 10/30	Methods	<i>Readings:</i> 1) Methods Section of "The Structure, Format, Content, and Style of Journal-Style Scientific Paper" and 2) Peifer, J.S. & Lawrence, E.C. (Submitted)  <i>Assignment:</i> None.

20	W, 11/1	Introduction	<i>Readings:</i> 1) Intro. “The Structure, Format, Content, and Style of Journal-Style Scientific Paper” and 2) Spencer-Rodgers, J., & McGovern, T. (2002)  <i>Assignment:</i> Methods and Results Draft #1
21	M, 11/6	<b>No In-Person Class - Workday (Presidential Search)</b>	<i>Readings:</i> 1) Discussion Section of “The Structure, Format, Content, and Style of Journal-Style Scientific Paper”, 2) Voci, A., & Hewstone, M. (2003), and 3) Turner, R. N., Hewstone, M., Voci, A., & Vonofakou, C. (2008)  <i>Assignments:</i> 1) Introduction Draft #1 and 2) Peer Reviews - Methods and Results Draft #1
22	W, 11/8	Discussion  Abstract and References	<i>Readings:</i> 1) Abstract, Appendices, and Literature Cited Sections of “The Structure, Format, Content, and Style of Journal-Style Scientific Paper” and 2) Pettigrew, T. F., & Tropp, L. R. (2006)  <i>Assignments:</i> Methods and Results Draft #2
23	M, 11/13	Formatting and Editing	<i>Readings:</i> 1) OWL Purdue APA Style Workshop and 2) An Overview of APA Style  <i>Assignments:</i> 1) Abstract and References Draft #1, 2) Peer Reviews: Intro Draft #1, and 3) Conference Submission
24	W, 11/15	Now What? Presenting Your Findings Visually and Orally	<i>Readings:</i> 1) Six Ways to Avoid Death by PowerPoint and 2) Marginson, S. (2014)  <i>Assignments:</i> 1) Introduction Draft #2 and 2) Peer Review - Abstract and References Draft #1  <i>In Class:</i> MAPP Assessment
25	M, 11/20	Presentation Day A	<i>Readings:</i> Kim, R. I., & Goldstein, S. B. (2005)  <i>Assignments:</i> 1) Oral Research Presentation - Day A (OD, AP, BP, ML, RD) and 2) Abstract and References Draft #2  <i>In Class:</i> Peer Review of Research Presentations
--	W, 11/22	Thanksgiving Break - No Class	
26	M, 11/27	Presentation Day B	<i>Readings:</i> What is an Informational Interview Anyway?  <i>Assignments:</i> 1) Oral Research Presentation - Day B (MH, NG, RS, IR, SM), 2) Resume or CV, and 3) Informational Interview Write-Up  <i>In Class:</i> Peer Review of Research Presentations
27	W, 11/29	Work Day (Pres Interviews)	<i>Readings:</i> None.



			<i>Assignments: None</i>
			<i>In Class: None</i>
28	M, 12/4	Professional Development - Wrapping Up and Research Real Talk	<i>Readings: None.</i> <i>Assignments: Peer Reviews: Research Paper Final Draft</i> <i>In-Class: Course Evaluation; Final Survey</i>
Final Research Paper Due: 12/11/17 at 5.00pm			
Reading Days: Tues., 12/5 Exams: W, 12/6 – M, 12/11			

### Course Expectations and Policies

At the beginning of our course, you will sign a copy of the commitment below and keep one for your reference. These expectations on policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., “Dear Dr. Peifer,”), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name, 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive communication, thought, and behavior to create a safe environment for all students.	Approach students respectfully. Be self-reflective and humble. Identify when classroom becomes unsafe and respond in a warm, patient way.

	Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	
<i>Punctuality and Attendance</i>	Attend all classes and be prepared to begin class and discuss assignments at 11.30am. Inform me of conflicts or extraordinary situations as early as possible. Abide by attendance, tardiness, assignment submission, and make-up policies listed in the syllabus.	Be ready to begin precisely at 11.30am. Accurately log attendance and tardiness. Provide clear expectations on attendance/tardiness policies. Communicate with students with extraordinary circumstances to develop alternative plans.
<i>Presence and Participation</i>	Find ways to participate in class that align with your preferences, personality, and communication style. Do not sleep in class. If you are less vocal and/or outgoing in classroom settings, explore other ways to engage (e.g., e-mailing questions about the reading before class, being active in small groups, coming to office hours).	Balance lecture and information-giving with opportunities for dialogue, small group work, and discussion. Choose thought-provoking and relevant articles and materials. Maintain a safe, non-judgmental, and respectful classroom space. Come to class as well-rested and present as possible.
<i>Thoughtful Technology Use</i>	Put cell phones away, out of sight, during class. Use laptops and tablets for note-taking and course-related work -- not for personal matters. Utilize appropriate, professional, and peer-reviewed sources and properly cite them.	Integrate educational technology into the course and take advantage of different forms of media (e.g., videos, online forums). Allow students to use laptops and other devices as learning tools and set reasonable limits on their use where they may inhibit learning.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

## Course Evaluations and Feedback

Your feedback is vital to me as your professor, future students, and the College as a whole. I ask that all students complete evaluations and course surveys. I truly appreciate your time and effort and I will review all feedback provided with care and attention.

## Student Resources

Research in Psychology: Cultural Psychology Syllabus – Fall 2015 (Dr. Peifer – [jpeifer@agnesscott.edu](mailto:jpeifer@agnesscott.edu))

I encourage you to take advantage of the various resources available to support your development and success:

- Academic Advising: <http://www.agnesscott.edu/academicadvising>
- The Writing Center: [http://writing\\_center.agnesscott.edu](http://writing_center.agnesscott.edu)
- The Speaking Center: [http://speaking\\_center.agnesscott.edu](http://speaking_center.agnesscott.edu)
- Counseling and Psychological Services: <http://www.agnesscott.edu/wellnesscenter/caps/index.html>
- McCain Library: <http://library.agnesscott.edu>
- Educational Technology Center: <http://www.agnesscott.edu/its/educational-technology>
- Wellness Center: <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- Academic Catalog: <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- Academic Calendar: <http://www.agnesscott.edu/registrar/academic-calendar.html>
- Registrar: <http://www.agnesscott.edu/registrar/>
- Student Handbook: <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

### **Statement on Academic Honesty**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

*Modified Pledge*

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) \_\_\_\_\_

## Readings and Other Assigned Materials

### Session 1 - Introduction and Course Overview

No Readings Due.

### Session 2 - Introduction to Global Competence Research – Theories and Models

- Chao, M. M., Okazaki, S., & Hong, Y. Y. (2011). The quest for multicultural competence: Challenges and lessons learned from clinical and organizational research. *Social and Personality Psychology Compass*, 5(5), 263-274.
- Spencer-Oatey, H., & Stadler, S. (2009). The global people competency framework: Competencies for effective intercultural interaction.
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual review of psychology*, 49(1), 65-85.

### Session 3 - Ethical Considerations and the IRB/Completing Research Abroad

- Gray, M. (2005). Dilemmas of international social work: paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare*, 14(3), 231-238.
- Hu, S., & Kuh, G. D. (2003). Diversity experiences and college student learning and personal development. *Journal of College Student Development*, 44(3), 320-334.
- Hunter, B., White, G. P., & Godbey, G. C. (2006). What does it mean to be globally competent?. *Journal of Studies in International Education*, 10(3), 267-285.
- Biddle, P. (2014). The problem with little white girls, boys, and voluntourism. (<http://goo.gl/FbJr8E>)
- Matt, N. (2013). How to ethically volunteer anywhere in the world. (<http://goo.gl/Iko31j>)

### Session 4 - Accessing Research

- Heyward, M. (2002). From International to Intercultural Redefining the International School for a Globalized World. *Journal of Research in International Education*, 1(1), 9-32.

### Session 5 - Comprehending Research

- Coughlan, M., Cronin, P., & Ryan, F. (2007a). Step-by-step guide to critiquing research. Part 1: quantitative research. *British Journal of Nursing*, 16(11), 658-663.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305.

### Session 6 - Discussing and Critiquing Research

- Ryan, F., Coughlan, M., & Cronin, P. (2007b). Step-by-step guide to critiquing research. Part 2: Qualitative research. *British Journal of Nursing*, 16(12), 738-745.
- Urban, E. L., & Palmer, L. B. (2013). International students as a resource for internationalization of higher education. *Journal of Studies in International Education*.

## **Session 7 - The Nuts and Bolts of Designing Research**

- Zipp, B. (2012) The Time Management Ninja. How to tame your task list; 13 Tips and Tricks. (<http://goo.gl/HBWxeV>)
- UVA HR. Writing SMART Goals.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.

## **Session 8 - Reviewing the Literature**

- Koester, J., & Lustig, M. W. (2015). Intercultural communication competence: Theory, measurement, and application. *International Journal of Intercultural Relations*, 48, 20-21.

## **Session 9 - Brainstorm, Foundations, Research Questions, and Hypotheses**

- Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research*, 2011(149), 65-79.

## **Session 10 - Getting Early Feedback**

- Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15(5), 445-466.

## **Session 11 - Choosing Analyses to Match Hypotheses**

- Kitsantas, A. (2004). Study abroad: the role of college students goals on the development of cross-cultural skills and global understanding. *College Student Journal*, 38(3), 441.

## **Session 12 - Data Collection**

- Data Collection Methods: <http://goo.gl/vd9ENv>
- Video: Strategies for Choosing a Data Collection Technique: <https://goo.gl/l45g85>
- Goldstein, S. B., & Kim, R. I. (2006). Predictors of US college students' participation in study abroad programs: A longitudinal study. *International Journal of Intercultural Relations*, 30(4), 507-521.

## **Session 13 - Data Management**

- Video: Who Are Data Stewards?: <https://goo.gl/RDdq7U>
- Stroud, A. H. (2010). Who plans (not) to study abroad? An examination of US student intent. *Journal of Studies in International Education*.
- Brux, J. M., & Fry, B. (2009). Multicultural students in study abroad: Their interests, their issues, and their constraints. *Journal of studies in International Education*.

## **Session 14 - Statistical Software Overview**

- de Leeuw, J. (2009). Statistical Software Overview.

- Video: Choosing Statistical Software: <https://goo.gl/wA7MDT>
- Soria, K. M., & Troisi, J. (2013). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education*, 1028315313496572.

### **Session 15 - Running Analyses**

- Video: How2Stats - Pearson Correlation SPSS: <http://goo.gl/giCQxx>
- Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205-221.

### **Session 16 - Running Analyses**

- Video: How2Stats - Independent Samples T-Test SPSS: <http://goo.gl/H7azcp>
- Leask, B. (2013). Internationalizing the curriculum in the disciplines—Imagining new possibilities. *Journal of Studies in International Education*, 17(2), 103-118.

### **Session 17 - Interpreting Findings and Choosing What to Highlight**

- Video: How2Stats - One-Way ANOVA (Between-Groups) SPSS: <http://goo.gl/AOtVtp>
- Bennett, R. J., Volet, S. E., & Fozdar, F. E. (2013). “I’d Say it’s Kind of Unique in a Way” The Development of an Intercultural Student Relationship. *Journal of Studies in International Education*, 17(5), 533-553.

### **Session 18 - Results**

- Results Section of “The Structure, Format, Content, and Style of a Journal-Style Scientific Paper” (<http://goo.gl/Q7DK9F>)
- Campbell, N. (2011). Promoting intercultural contact on campus: A project to connect and engage international and host students. *Journal of Studies in International Education*, 1028315311403936.

### **Session 19 - Methods**

- Methods Section of “The Structure, Format, Content, and Style of a Journal-Style Scientific Paper” (<http://goo.gl/Q7DK9F>)
- Peifer, J.S. & Lawrence, E.C. (Submitted). Individual characteristics and institutional opportunities associated with college students' global competence development.

### **Session 20 - Introduction**

- Introduction Section of “The Structure, Format, Content, and Style of a Journal-Style Scientific Paper” (<http://goo.gl/Q7DK9F>)

- Spencer-Rodgers, J., & McGovern, T. (2002). Attitudes toward the culturally different: The role of intercultural communication barriers, affective responses, consensual stereotypes, and perceived threat. *International Journal of Intercultural Relations*, 26(6), 609-631.

### **Session 21 - Discussion**

- Discussion Section of “The Structure, Format, Content, and Style of a Journal-Style Scientific Paper” (<http://goo.gl/Q7DK9F>)
- Voci, A., & Hewstone, M. (2003). Intergroup contact and prejudice toward immigrants in Italy: The mediational role of anxiety and the moderational role of group salience. *Group Processes & Intergroup Relations*, 6(1), 37-54.
- Turner, R. N., Hewstone, M., Voci, A., & Vonofakou, C. (2008). A test of the extended intergroup contact hypothesis: the mediating role of intergroup anxiety, perceived ingroup and outgroup norms, and inclusion of the outgroup in the self. *Journal of personality and social psychology*, 95(4), 843.

### **Session 22 - Abstract and References**

- Abstract, Appendices, and Literature Cited Sections of “The Structure, Format, Content, and Style of a Journal-Style Scientific Paper” (<http://goo.gl/Q7DK9F>)
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of personality and social psychology*, 90(5), 751.

### **Session 23 - Formatting and Editing**

- Resource: OWL Purdue APA Style Workshop - <https://goo.gl/oKxW2F>
- Video: An Overview of APA Style - <https://goo.gl/prZYq8>

### **Session 24 - Now What? Presenting Your Findings Visually and Orally**

- Six Ways to Avoid Death by PowerPoint: <http://goo.gl/LBfDQO>
- Marginson, S. (2014). Student self-formation in international education. *Journal of Studies in International Education*, 18(1), 6-22.

### **Session 25 - Now What? Presenting Your Findings in Writing**

- Kim, R. I., & Goldstein, S. B. (2005). Intercultural attitudes predict favorable study abroad expectations of US college students. *Journal of Studies in International Education*, 9(3), 265-278.

### **Session 26 - Professional Development**

- What is an Informational Interview Anyway? US News and Report - <http://goo.gl/6RyzZ2>

### **Session 27 - Professional Development**

No Readings Due.



## **Session 28 - Wrapping Up and Research Real Talk**

No Readings Due.