

**Lab PSYC 301: Research Methods in Psychology (1 credit)****Fall 2019**

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Include "PSYC 301 Lab" in subject

The deadlines for adding and dropping classes are as follows:

- o September 9, 2019 is the last day to add/drop with no tuition penalty
- o September 17, 2019 final day to drop with a 50% tuition penalty

**Recommended Prerequisites:** PSYC 100 and either PSYC 300, STAT 250, or STAT 350 or equivalent.**COURSE DESCRIPTION**

Welcome! This course is delivered and conducted entirely online in an asynchronous format via the GMU Blackboard. The course goals include the following:

- Explore, explain, and apply different research designs used in psychology
- Recognize and apply statistical principles in research design
- Apply the principles of scientific writing
- Communicate research ideas in written form using APA guidelines
- Create a research proposal on a topic of your interest

**IMPORTANT INFORMATION:** This lab course fulfills the writing intensive requirement for the psychology major. It does so through writing multiple drafts of each section of a research proposal (e.g., Preliminary proposal introduction draft, Complete introduction draft, Methods, Results, Discussion) and one full research proposal (Complete Final Research Proposal). These written assignments are completed through a draft/feedback/revision process in which instructor and peers provide comments on drafts. The schedule of due dates is on the syllabus. It is mandatory that students turn in the complete proposal introduction draft and the Final Proposal assignments in order to meet the writing intensive requirement of George Mason University. Students who fail to meet the writing intensive requirement will not pass the Psychology 301 course.

## BLACKBOARD LOGIN INSTRUCTIONS

Access to [MyMason](#) and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check [the IT Support Center website](#). Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

## REQUIRED TEXTBOOKS

- Morling, B. (2015). *Research Methods in Psychology: Evaluating a World of Information* (3<sup>rd</sup> edition). New York: W. W. Norton & Company. E-book with InQuizitive.
- *Publication Manual for the American Psychological Association*\* (6<sup>th</sup> edition).

\*This manual is **optional**. If you plan on pursuing a career in Psychology, or attending graduate school, this is a good book to purchase. Most of the information is available online if you don't want to buy the book.

## COURSE LEARNING OUTCOMES

By the end of the course, you should be able to:

1. Explain and apply different research designs used in psychology
2. Recognize and apply statistical principles in research design
3. Apply the principles of scientific writing
4. Communicate research ideas in written form using APA guidelines
5. Create a research proposal on a topic of your interest

To reach these objectives, you are expected to:

1. check gm.u.edu e-mail and log in to the course site *daily*
2. read and follow all course and assignment directions, requesting help as needed well before deadlines
3. take responsibility for actions pertaining to the course and applicable consequences
4. complete all exams, discussion, and assignments thoughtfully, accurately, and on time

## TECHNOLOGY REQUIREMENTS

**Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Technology Buying Guide](#) to see recommendations.

**Software:** Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

### Course-specific Hardware/Software

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at [Patriot Computers](#) (the University’s computer store that offers educational discounts and special deals).

### COURSE SCHEDULE

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
Week 1 08/26-09/01	<b>Introduction to the courses and sources of information</b> <ol style="list-style-type: none"> <li>1. <b>Academic Integrity Certification</b></li> <li>2. <b>Week 1 Assignment</b> “Popular Press Article”</li> </ol>	<ul style="list-style-type: none"> <li>• Submit:                             <ul style="list-style-type: none"> <li>○ “Academic Integrity Certification” Due by 01/27 at 11:59 pm EST</li> </ul> </li> </ul>

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
	3. Review Library tutorial	<ul style="list-style-type: none"> <li>○ <b>Assignment</b> “Popular Press Article” Due by 09/08 at 11:59 pm EST</li> </ul>
Week 2 09/02-09/08	<p><b>Sources of Information &amp; Overview of Research Proposal</b></p> <ol style="list-style-type: none"> <li>1. <b>Assignment # 2</b> “Research Methods in Popular Press Article” (Find an Original Source for your Popular Press Article + Read the Original Article and determine whether the Research Design supports Frequency, Association, and Causal Claims</li> <li>2. Instruction Lecture: Brainstorming Ideas and Developing Research Questions</li> <li>3. <b>Research Proposal:</b> <ol style="list-style-type: none"> <li>a. Complete research proposal worksheet #1.</li> <li>b. Provide comments on one peer’s worksheet #1 in Small Group Board</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Submit <b>Assignment</b> “Research Methods in Popular Press Article” Due by 09/08 at 11:59 pm EST</li> <li>• Post <b>Research Proposal worksheet #1</b> in Small Group Board Due by 09/06 at 11:59 pm EST and provide comments on one peer’s worksheet #1 Due by 09/08 at 11:59 pm EST</li> </ul>
Week 3 09/09-09/15	<p><b>Literature Search for your Research Proposal</b></p> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Literature Search &amp; Review</li> <li>2. <b>Research Proposal:</b> Find 5 articles and write a brief summary in your own words</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Research Proposal:</b> Submit 5 articles and a brief summary of each article. Due by 09/15 at 11:59 pm EST</li> </ul>
Week 4 09/16-09/22	<p><b>Observational Methods; Descriptive Statistics, Methods &amp; Results in APA style</b></p> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Small Project 1: Observational data collection, methods,</li> </ol>	<ul style="list-style-type: none"> <li>• Complete &amp; Submit <b>Small Project 1</b> Part 1 Observational Research Worksheet Due by 09/22 at 11:59 pm EST</li> </ul>

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
	<p>descriptive statistics, and Methods &amp; Results section in APA style.</p> <ol style="list-style-type: none"> <li>2. <b>Small Project 1</b> “Observational Research”: Part 1. Complete Observational Research Worksheet</li> <li>3. <b>Research Proposal:</b> Find 5 more articles and write a brief summary for each article</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Research Proposal:</b> Submit 5 more articles and a brief summary in own words Due 09/22 by 11:59 pm EST</li> </ul>
<p>Week 5 09/23-09/29</p>	<p><b>Observational Methods; Methods &amp; Results in APA style (continued)</b></p> <ol style="list-style-type: none"> <li>1. <b>Small Project 1</b> “Observational Research”: Part 2. Complete Methods &amp; Results section for your Observational Research</li> <li>2. <b>Research Proposal:</b> <ol style="list-style-type: none"> <li>a. Complete research proposal worksheet #2.</li> <li>b. Provide comments to at least one peer on their proposal worksheet #2 in Small Group Board</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Small Project 1 Part 2:</b> Submit Methods &amp; Results section in APA style Due 09/29 by 11:59 pm EST</li> <li>• <b>Post Research Proposal</b> worksheet #2 in Small Group Board Due 09/27 by 11:59 pm EST and provide comments to at least one peer’s worksheet #2 Due 09/29 by 11:59 pm EST</li> </ul>
<p>Week 6 09/30 - 10/6</p>	<p><b>Statistics Workshop, Bi-Variate Statistics in SPSS and Write-Up in APA style.</b></p> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Small Project 2: Bivariate Statistics in SPSS and Interpretation, Results in APA Style</li> <li>2. Work on <b>Small Project 2 part 1:</b> Interpret bivariate correlations and t-tests in SPSS and write up conclusion in APA style.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Small Project 2 Part 1:</b> Submit Bivariate Correlations Results in APA style Due 10/06 by 11:59 pm EST</li> </ul>

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
Week 7 10/07 - 10/13	<p><b>Statistics Workshop, Multivariate Statistics in SPSS and Write-Up in APA style.</b></p> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Small Project 2 part 2: Multivariate Statistics in SPSS and Interpretation, Results in APA Style</li> <li>2. <b>Small Project 2 part 2:</b> Interpret Results of Multivariate Regression and write up conclusion in APA style.</li> <li>3. Research Proposal:                             <ol style="list-style-type: none"> <li>a. Complete research proposal worksheet #3</li> </ol> <p>*** Feedback and approval on worksheet #3 are provided by TA</p> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Small Project 2 part 2:</b> Submit Multivariate Statistics Results in APA style Due by 10/13 by 11:59 pm EST</li> <li>• <b>Research Proposal:</b> <ul style="list-style-type: none"> <li>○ Post research proposal worksheet #3 in Small Group Board Due 10/11 by 11:59 pm EST and provide comments to at least one peer's worksheet #3 Due by 10/13 at 11:59 pm EST</li> </ul> </li> </ul>
Week 8 10/14 - 10/20	<p><b>Research Proposal Introduction</b></p> <ol style="list-style-type: none"> <li>1. Instructional Video: Research Proposal Overview</li> <li>2. Instruction Lecture: Introduction</li> <li>3. Instruction Lecture: Preparing an Outline</li> <li>4. <b>Research Proposal:</b> Prepare your initial outline of introduction that includes 10 articles.</li> </ol> <p>** Starting from this point, all activities will focus on developing your Research Proposals.</p>	<p><b>Research Proposal:</b></p> <ul style="list-style-type: none"> <li>• Submit initial outline of introduction section including 10 articles Due by 10/20 at 11:59 pm EST</li> </ul>
Week 9 10/21 - 10/27	<p><b>Research Proposal Introduction</b></p> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Introduction.</li> <li>2. Instruction lecture: APA-style citations in text and reference section</li> <li>3. Prepare and submit your detailed outline and rough draft of introduction.</li> </ol>	<p><b>Research Proposal:</b></p> <ul style="list-style-type: none"> <li>• Submit detailed outline and rough draft of introduction Due</li> </ul>

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
		by 10/27 at 11:59 pm EST to Instructor.
Week 10 10/28 - 11/03	<b>Research Proposal Introduction: Revision of Introduction</b> <ol style="list-style-type: none"> <li>1. Receive instructor feedback on complete introduction</li> </ol>	<b>Research Proposal:</b> <ul style="list-style-type: none"> <li>• Complete Introduction Draft is Due by 11/03 at 11:59 pm EST</li> </ul>
Week 11 011/04 - 11/10	<b>Research Proposal Methods, Results, &amp; Discussion</b> <ol style="list-style-type: none"> <li>1. Instruction Lecture: Methods &amp; Results</li> <li>2. Instruction Lecture: Discussion</li> <li>3. Review examples of Methods &amp; Results section.</li> <li>4. Prepare a draft of Methods, Results, &amp; Discussion sections</li> </ol>	<b>Research Proposal:</b> <ul style="list-style-type: none"> <li>• Submit Methods, Results, &amp; Discussion Draft is Due by 11/10 at 11:59 pm EST</li> </ul>
Week 12 11/11 - 11/17	<b>Research Proposal Abstract, Methods, Results, &amp; Discussion, APA style for references</b> <ol style="list-style-type: none"> <li>1. <b>Research Proposal:</b> Prepare a rough complete draft - combine intro, methods, results, discussion</li> <li>2. Instruction lecture: Abstract</li> <li>3. Prepare an abstract</li> <li>4. Instruction lecture: APA-style citations in text and reference section</li> <li>5. Check and correct APA style your proposal.</li> <li>6. Work on your Complete Research Proposal (to be submitted next week).</li> </ol>	<b>Research Proposal:</b> <ul style="list-style-type: none"> <li>• Post Abstract on the Small Group Board Due by 11/17 at 11:59 pm EST</li> </ul>
Week 13 11/18 - 11/24	<b>Research Proposal Complete Draft Peer Review and Revision of Own Paper</b>	<b>Research Proposal:</b>

WEEKS	LAB CONTENT & ACTIVITY	ASSIGNMENTS DUE
	<ol style="list-style-type: none"> <li>1. Work on your Complete Research Proposal Draft</li> <li>2. Prepare and submit feedback to your peer's complete proposal using Peer Review Worksheet.</li> <li>3. Start preparing oral presentation for your research proposal using Instructions and grading rubric.</li> </ol>	<ul style="list-style-type: none"> <li>• Submit Proposal Draft:                             <ul style="list-style-type: none"> <li>• Due by 11/22 at 11:59 pm EST to Instructor</li> <li>• Due by 11/22 at 11:59 pm EST to Peer in Small Discussion Board</li> </ul> </li> <li>• Submit Peer Review of a Proposal Due by 11/24 at 11:59 pm EST in Small Discussion Board</li> </ul>
<p>11/25 - 12/01</p>	<p><b>HAPPY THANKSGIVING</b></p>	<p><b>Just eat food...</b></p>
<p>Week 14 12/02 - 12/08</p>	<p><b>Final Research Proposal and Video Presentation</b></p> <ol style="list-style-type: none"> <li>1. Finalize, video-record, and submit your video presentation for Research Proposal.</li> <li>2. Receive feedback from instructor on Complete Proposal (by <b>12/05</b> 11:59 pm EST)</li> <li>3. Incorporate peer and instructor feedback, finalize, and submit your Final Research proposal</li> </ol>	<p><b>Research Proposal:</b></p> <ul style="list-style-type: none"> <li>• Video presentation for Research Proposal is Due by 12/08 at 11:59 pm EST</li> <li>• Final Research Proposal via SafeAssignment is Due by 12/08 at 11:59 pm EST</li> </ul>

**ASSIGNMENT DESCRIPTION**

**Lab (40% of your final grade in this course): This lab is 40% of your overall course grade for Psychology 301. The lecture portion of the course is 60%.** Please see detailed description of assignments and points for the lab below.



To promote collaborative environment in the lab and give you credit for your time and ideas you provide to your peers, you will receive points for your (1) responses and comments on your peer’s posts in Small Groups Assignments and (2) Peer Review of Research Proposals. These are detailed below. Please note that you will NOT earn points for *receiving* comments on your posts or assignments—only for *providing your comments and reviews*.

<b>Assignments</b>	
Academic Integrity Certification	10 points
Assignment #1 - Popular Article post on Small Groups Board	10 points
Assignment #2 - Popular Article and original research study post on Small Group Board	10 points
<b>Small Projects</b>	
Small Project 1: Observation Research: Part 1 - worksheet (5 points) and part 2 Methods & Results section (20 points)	25 points
Small Project 2 Part 1: Bi-Variate statistics: interpretation and write-up in APA style (Results)	15 points
Small Project 2 Part 1: Multivariate statistics: interpretation and write-up in APA style (Results)	10 points
<b>Research Project</b>	
Worksheet #1 ** - Small group comment (at least on 1 peer)	3 points 2 points
Worksheet #2 ** - Small group comment (at least on 1 peer)	3 points 2 points
Worksheet #3 ** - Small group comment (at least on 1 peer)	3 points 2 points
1st 5 Article and one sentence summary	5 points
2 <sup>nd</sup> 5 Article and one sentence summary	5 points
Introduction Outline using 10 articles	10 points
Rough Introduction Draft	20 points
Complete Introduction Draft	25 points
Method & Results Draft	15 points
Discussion Draft	10 points
Peer review of Proposal Draft	15 points
Abstract Draft	5 points
Final Written Proposal	100 points
Video Presentation for Research Proposal	15 points
<b>Total</b>	<b>320 points</b>

## COURSE POLICIES

**Attendance:** This is an online class and attendance is treated differently from traditional classrooms. You will be presenting with multiple avenues for accessing instructional materials and interaction, from completing individual small projects to participating in different peer interaction activities. You should strive to keep up with the assignments, small projects, and several research project tasks that show that you are “attending” and participating. However, overall completion is based primarily upon your peer interaction and communication throughout this semester. Your final attendance will be counted in this manner.

**Reading and Participation:** You will be involved in the learning process through active class participation and application of material to research topics of interest. You are expected to contribute to a collegiate atmosphere by offering your own ideas and encouraging ideas of others on topics relevant to this course. You will earn points for participation via commenting on peer’s posts in Small Groups and peer/group reviews and writing. Class participation points are discussed below and connected to each particular assignment. No participation points may be made up if the student misses the due date. **NO EXCEPTIONS!**

**Assignments** are expected to be turned in via appropriate links on Blackboard on the specified due date. (See late work policy below.)

**Late Work Policy:** Late work will not be accepted except in the case of a documented, personal emergency or excused absence. You will not be allowed to make up assignments unless you provide the documentation of an excused absence or emergency (e.g., doctor’s note for the day of the absence, coach note for competition). Except in rare cases (e.g., an automobile accident on the way to class) you must notify your instructor about any planned or excused absences ahead of time, provide documentation and make arrangements for making up any missed assignments ahead of time. There will be a **firm deadline** for making up any missed work, usually within a week or less of the original deadline depending on the complexity of the assignment. **Technology failures, work-related absences, work in other classes, oversleeping or meeting with other instructors are not considered personal emergencies.** Importantly, even if you have a documented, excused absence, there are some types of work in this class that may be impossible to make up, such as in-class activities, workshops, group work and individual discussions and assignments. Additionally, the assignments in this class build upon the previous ones so your grade is likely to suffer if you miss assignments.

Missing multiple assignments, blog and discussion posts will not be tolerated unless there is concrete and documented evidence that the student was unable to be in class and complete these assignments (e.g., surgery, severe family emergency). Generally, missing more than two activities will be highly detrimental to your grade and is typically grounds to recommend that the student withdraw from the class. Students may not turn in multiple late assignments at the end of the semester. If you must miss class it is important to communicate with your instructor regarding absences and missed assignments in order to complete that work in a timely manner.

**Grade Disputes:** In this course, if you wish to challenge the merit of an individual grade that you have received on an assignment you must do that within one week of receiving the grade. Ask your instructor to go over the assignment with you and address your concerns. Any dispute regarding that grade must be addressed and resolved within one week of receiving the grade. Otherwise, no further consideration for a change of grade on these assignments will be allowed. Under no circumstances will any grade dispute on individual assignments be considered once the semester has ended and grades have been posted.

**Extra Credit:** Extra credit will be minimal to nonexistent in this course, as students who are not performing well are generally not spending enough time on required assignments. No extra credit opportunity is provided for one student when not provided for all students. Absolutely no additional work can be completed after the end of the semester. Please meet with your instructor if you are having difficulty in this course.

**Instructor-Student Communication:** I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements.
4. Feel free to respond to other students in the Ask Professor forum if you know the answer.

**Course Technology Use:** Several Internet-related materials are required for access to and success in this course, including the following:

1. **A hard-wired, high-speed Internet connection:** Non-stable or slow Internet connections will not excuse failures to complete any assignments or exams by dates due.
2. **A functioning gmue.edu e-mail account:** Personal e-mail accounts will not suffice for correspondence for this course, as you will only be contacted via their GMU-affiliated e-mail addresses.
3. **Downloading capability:** You must have regular access to a computer onto which they can download and use the Exam Guard browser for testing throughout the course. <insert additional information>
4. **Microsoft Office:** Word access: You must have regular access to a computer onto which they can create, save, and submit written assignments in (.doc) or (.docx) format.
5. **Blackboard familiarity:** This course is delivered and conducted entirely online via the GMU Blackboard. As registrants in this course, you can (a) access the Student Tutorial or (b) contact the Help Desk or (c) refer to the Tech Support tab in the upper-right-hand corner of the course site for more information. You can find the following on BB:
  - a. **Course materials:** Various course materials (syllabus, reading materials, notes, guidelines/grading criteria for assignments, projects, and proposal) are/will be available from this site.

- b. **Online discussion:** Discussion of and reflection on course content, inside and outside of class.
- c. **Grades/Progress updates:** You may get an update of their current course grades periodically.

**Technology:** Technological training will be gained in many ways by intensive literature searches using the online library and other online research sites, survey sites (e.g., Survey Monkey), some data analysis using SPSS, some use of Zotero and PowerPoint for presentations.

**Writing Intensive Nature of Class:** This class fulfills GMU undergraduate requirements for a writing intensive course. You will be expected to exercise writing skills through written research assignments, culminating in a formal independent empirical research report. All written work will be graded not only on its content, but also on how well it is written (e.g., adherence to spelling, grammar, sentence structure, word choice, formatting). For writing assistance, see [The George Mason University Writing Center](#), which offers free writing consultation to all students who are registered for at least one credit hour. For information, please contact the writing center at Robinson Hall Room A114, 703-993-1200.

**Official Communications via GMU E-mail:** Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, and notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. You are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Class Cancellation Policy:** Class is unlikely to be cancelled unless the university is closed for weather related events or other situations such as power shortages. If class is cancelled (e.g., due to illness or family emergency), a substitute instructor will be usually be provided. However, if this is not possible students will be notified as far ahead as possible and any adjustments to assignments will be clearly indicated by a revised syllabus, announced on Blackboard and e-mail notifications will be sent to students.

## GRADING SCALE

\*I will take your lab percentage and multiple it by 315 to get your points for the lab component. For example, you got 90% in the lab, then I will multiple  $.90 \times 315$  for a lab point total of 283.5 points. These points will be added to your points earned in the lecture portion of the class to get the final number of points you have earned in this class. Please see the lecture syllabus for the Final Grade Breakdown.

## UNIVERSITY POLICIES AND RESOURCES

1. **Academic Integrity and the Honor Code:** Written assignments are expected to be the student's own work. You may use books, notes, and other sources in preparing lab reports. In fact, I encourage you to take advantage of a variety of resources. However, under **NO** circumstances are you to collectively write papers with another student or use the work of others without proper and accurate citations. This is considered to be plagiarism and plagiarism of any kind will not be tolerated. It is not permissible to

cheat, plagiarize, steal or lie in matters relating to academic work. Work such as library references, statistics, and reports of the research studies should be **each student's own work**. Quotations in lab reports should be minimal and the appropriate citation must be given. It is the student's responsibility to understand what is meant by plagiarism and to seek guidance prior to turning assignments. Academic misconduct is taken seriously and may result in a failing grade on the assignment or in the course and will be reported to the GMU Honor Committee. The instructor for this course reserves the right to enter a failing grade in the lab for any student found guilty of honor code violation. See [honorcode.gmu.edu](http://honorcode.gmu.edu) for detailed information

2. **Plagiarism:** Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Unless otherwise stated in class, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. If you are caught plagiarizing or cheating, you will fail the assignment, and, depending upon the severity of the violation, you may fail the class.
3. Students must follow the university policy for Responsible Use of Computing
4. **Enrollment:** Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes (available from the Registrar's Website: [registrar.gmu.edu](http://registrar.gmu.edu)). After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.
5. **Student services:** The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
6. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
7. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site [here](#).
8. If you have any specific needs (e.g., related to vision, hearing, learning, or medical conditions) or any religious or cultural practices, please let me know by the second week of class so that I can make the appropriate arrangements. Disabilities must be documented by the Disability Resources Center (703-993-2474) for reasonable accommodations to be provided. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester.
9. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University

Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.

10. Diversity: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected.
11. Notice of a mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee”, and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling & Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [cde@gmu.edu](mailto:cde@gmu.edu).
12. Religious Holidays: A list of religious holidays is available on the University Life Calendar page. See the Religious Holiday Calendar. Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.
13. Resources for Students:
  - a. University Career Services
  - b. Student Health Services