



**Time:** Wed 3:00-4:20 PM      **Place:** 271B Franklin Building  
**Professor:** Holly Arrow, 239 Frankie, 346-1996, harrow@uoregon.edu  
**Office hours:** Wed 8:45-9:45, and by appointment

**Course Objectives:** This three-term seminar guides first year PhD students through the process of designing a study, collecting data, and presenting the results of the first year research practicum in oral and written form. For Masters students it provides opportunities to present and refine ideas and get feedback and support from peers. Fall term will get you launched on your first year project/Masters theses.

**Course Description:** The fall quarter includes the opportunity to hear the second-year students present their first-year projects. This provides an excellent orientation as you begin work on your *own* project. During the fall quarter, you will define a topic, form your advising committee, put together a reading list, write and rewrite a one-page summary of your planned research, and give feedback to other first year students about their developing ideas. We will be discussing some issues in methodology and research design. Guest speakers will brief you on using the human subjects pool and library resources.

### **Week 1, Oct 1**

Overview and Introductions. What are the features of quality research?

### **Week 2, Oct 8**

Thinking about & Collaborating on research

#### **Assignments:**

1. Read McGrath, J. E. (1982). Dilemmatics + Research strategies example page (on Blackboard under Course Documents)
2. Type up and bring to class **5 tips for working with your advisor effectively**. Interview other grad students and your advisor to gather information. This will help you develop realistic expectations about your advisor's strengths, foibles, and how they approach the advisor-advisee relationship. *Students with the same advisor should collaborate on this project*. Optional: Discover some fun personal facts about your advisor to share

### **Week 3, Oct 15 (Research with Human Participants) & Fri 17 (attend FYP presentations, Friday, 4:00-5:20 Jacqua 101)**

Bill Schumacher (Human Subjects Coordinator) will review info about the Psychology & Linguistics Research Participant Pool, including the General Survey, which allows people to start

collecting data on a “fast track” without running individual studies through the IRB.

**Week 3 Assignments:**

1. Go to <http://humansubjects.uoregon.edu/index.cfm?action=irb&sub=citi> Complete the CITI training for Protection of Human Research Subjects, print out completion form, and either submit a copy under Blackboard Assignments or bring a copy to class.
2. Review the overview information for undergraduates participating in research at <http://psychology.uoregon.edu/research/human-subjects-pool/>

**Assignment for FYP presentations (this week and next week):**

1. Every student should ask a question during one of the three days of presentations. So as you listen, jot down questions, and put up your hands during Q&A. Don't all wait until the last day!
2. For each presentation, note what you liked best. Optional: Room for improvement
3. For each day you attend, decide which presentation you liked best, and why. Take notes.

**Week 4, Oct 22 & 24 [NO CLASS]**

**\*Go to FYP presentations Wednesday, 4-5:20 & Friday, 3:40-5:20 101 Jacqua**

**\* And to the Fall Department Party 5:30-7:30 Friday in Gerlinger Lounge.**

(see you there – presentations and party substitute for class this week)

*NOTE: For a triple play, also go to Monday's "Big Data" presentation by Margie Morris of Intel, Monday Oct 20, 4-6 PM, also in 101 Jacqua*

**Week 5, Oct 29**

Discuss FYP presentations from last week; share preliminary ideas for your own project

**Assignments:**

1. Come prepared to discuss the FYP presentations (bring your notes!).
2. Bring *two ideas* for your first year project or masters project (type these up on a half sheet of paper). Discussions with your *primary advisor* and with other grad students in your main lab is a good way to develop project ideas.
3. Type up a reading list for your first year /masters project. This is the start of what will become the reference list for your project. In discussions with your advisor and other grad students in your lab, ask for suggestions for this list.

**Week 6, Nov 5 Library/Tech Resources**

**\*\*\*Meet in Knight Library, Edmiston Classroom\*\***

Psychology librarian Barbara Jenkins will give an overview of library resources and also ways to organize your references using tools such as Mendeley and Zotero. We will also be joined by a technology support person.

**Week 7, Nov 12 Who should I invite to serve on my committee (FYP or Masters)?**

Students will collaborate on preparing and presenting overviews of the research foci and special methodological expertise of faculty in our four “areas”: social/personality, developmental, clinical, and cognitive/neuroscience. You will be finalizing your plans for your first year or masters project.

**Assignments:**

1. With other grad students in your “area,” collect & organize info about faculty research and methodological expertise. Prepare a 15 minute overview to share with the class.
2. On a single page identify the main research question(s) you will address in your project, how your proposed project would contribute to scientific knowledge, and how you will collect or otherwise gain access to relevant data. Bring to class to share with a fellow student and also submit under Blackboard > Assignments.

**Week 8, Nov 19: Role model research****Assignments:**

1. Pick an empirical article that you consider to be an excellent example of research and writing in your field and come prepared to spend 5 minutes summarizing the gist of the design and findings, and why you find this work admirable
2. Flesh out / prune your reading list as you zero in on your project focus and design.

**Week 9, Nov 26** No class today. Instead complete assignments below.**Assignments:**

1. Write a 200-word description of your proposed project and post to Blackboard as a Word or rtf file **by 2 PM Wed** and send to your student reader (to be assigned).
2. Recruit members for first year committee or your masters committee, using your project description as a recruiting tool. Tell faculty members you hope to recruit \*why\* you think they in particular would be ideal for your committee.
3. Think of someone who has helped you out, and express your gratitude to them (special Thanksgiving assignment!).

**Week 10, December 3** Last class! Looking back, looking ahead.**Assignments:**

1. Type up and bring *a half-page of feedback and suggestions for the 200-word project description you were assigned to review* (your assigned student should have sent you this -- Holly will post assignments on Blackboard).
2. Think about and make a note of what you have found to be the most satisfying, most surprising, and most challenging aspects of your graduate school experience so far.
3. Post your updated project reading list under Assignments on Blackboard.

**Reading:**

Mcgrath, J. E. (1982). Dilemmatics: The study of research choices and dilemmas. In J. E. McGrath, J. Martin, & R. A. Kulka, R. A. *Judgment Calls in Research* (pp. 69-102). Beverly Hills, CA: SAGE Publications Inc.