

**University of North Texas at Dallas**  
**Fall 2025**  
**Advanced Seminar in Psychology (Capstone) • PSYC 4040**

**University Information**

Department of Sociology & Psychology  
School of Liberal Arts & Sciences

**Instructor Information**

Instructor: Brock Rozich, PhD  
Office: Virtual  
Email: brock.rozich@untDallas.edu  
Office Hours: By Appointment

**Course Information**

Classroom Location: Online

Class Meeting Day/Time: Online

Course Catalog Description: This course is designed for Senior Psychology majors to develop a senior thesis that integrates and applies psychological ideas, theory, and methods in order to complete primary or secondary analysis.

Prerequisites: C or better in PSYC 1100, 4600, 3100, 3200, and 3210. Required of all Psychology majors. Senior level Psychology majors only.

Required Text:

- American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC. ISBN: 978-1-4338-3215-4
- Galvan, J.L. & Galvan, M.C. (2017). Writing literature reviews: A guide for students of the social and behavioral sciences (7th ed.). New York: Routledge Publishing. ISBN-13: 978-0415315746. ISBN-10: 0415315743

**Learning Resources**

UNT Dallas Library

Phone: (972) 780-1616

Web: <http://www.untDallas.edu/library>

Email: [library@untDallas.edu](mailto:library@untDallas.edu)

UNT Dallas Bookstore

Phone: (972) 780-3652

Web: <http://www.untDallas.edu/bookstore>

Email: [untDallas@bkstr.com](mailto:untDallas@bkstr.com)

**Online Resources**

Canvas 24/7 Phone Support for Students: 1-833-668-8634

Canvas Help - Student Guide Resources: <https://community.canvaslms.com/docs/DOC-10701> UNTD Distance Learning - Canvas Student Assistance:

Location: DAL1, Room 157

Phone: (972)338-5580

Email: [distancelearning@untDallas.edu](mailto:distancelearning@untDallas.edu)

## **Supported Browsers**

Chrome 67 & 68

Firefox 60 & 61

Flash 29, 30 (for audio/video)

Respondus Lockdown Browser

Safari 10, 11

## **Supported Devices**

iPhone

Android

Chromebook

(Tablet users can use the Canvas app)

## **Screen Readers**

VoiceOver (Safari)

JAWS (Internet Explorer)

NVDA (Firefox)

Note: There is no screen reader support for Canvas in Chrome

## **Course Overview**

The purpose of the course is to assist students in designing and completing a research project that integrates the focus and support areas of their major. Students will accomplish the following:

- Employing research databases to collect information
- Refining a valid research question/hypothesis
- Enhancing the literature review related to their topic of study
- Employing their knowledge of IRB protocols and APA guidelines
- Collecting, analyzing, and expressing data
- Writing a final research paper
- Presenting the research to both faculty and peers.

### **Course Goals**

- Identify assumptions underlying theoretical arguments.
- Identify limitations of theoretical arguments.
- Identify assumptions underlying particular research methodologies.
- Identify limitations of particular research methodologies.
- Understand alternative viewpoints on scientific issues.
- Describe how theory contributes to psychological knowledge.
- Compare and contrast major theoretical orientations.
- Describe major theories in selected substantive areas of psychology.
- Design and carry out a research project.
- Critically assess empirical research of others.
- Summarize current research in the particular area.

- Be able to identify the critical ethical issues in research such as confidentiality, informed consent, and minimization of risk to subjects.
- Be aware of various professional codes of research such as the code of ethics from the American Psychological Association.

#### Learning Objectives/Outcomes

A) Construct an article critique/article summary, develop a hypothesis/research question, and compose a results and discussion section of a formal research paper.

- Core Learning Outcomes: Critical Thinking. Students comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Course Outcomes: Students will illustrate effective use of research databases to collect relevant academic articles to explain their research background. Students will express a meaningful and relevant hypothesis/research question. Students will effectively analyze and discuss collected data.

B) Write a literature review of a scientific research paper.

- Core Learning Outcomes: Information Fluency. Students will identify, locate, evaluate, and effectively and responsibly use and share information in a variety of contexts.
- Course Outcomes: Students will illustrate effective use of research databases to collect relevant academic articles to explain their research background. Students will also complete a formal literature review and research paper following APA guidelines.

C) Complete a formal research proposal and paper, and will create a professional research presentation.

- Core Learning Outcomes: Written/Oral Communication. Students speak and write to suit varied purposes, audiences, disciplines, and contexts.
- Course Outcomes: Students will complete a formal literature review and research paper following APA guidelines. Students will also communicate effective research presentations demonstrating relevance to their peers..

D) Incorporate edits and revisions to their research paper and presentation.

- Core Learning Outcomes: Integrative Learning. Students will transfer learning to new, complex situations within and beyond the campus.
- Course Outcomes: Students will adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. Students will draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.

E) Finalize their research proposal and presentations.

- Core Learning Outcomes: Ethical Reasoning and Moral Development. Students will respond to ethical issues, using informed value systems.
- Course Outcomes: Students will recognize and apply the necessary IRB protocols to their research. Students will also recognize ethical consideration in their research paper and cite sources previously published.

### **Assignment Overview Week 1**

- Instruction: Review course expectations and assist students with selecting a research topic.
- Student Work: Select a topic of interest and find a related research article. Analyze the methodology and conclusions of your article.

### **Week 2**

- Instruction: Discuss credible scientific journal resources and individual student research topics. Will learn how to critique research; evaluate what the study did well, what it might have been lacking, and what direction the research should go in the future.
- Student Work: Complete a critique of your journal article and submit for approval. Critiques should conclude with research you intend to do to follow up on this particular study.

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### **Week 3**

- Instruction: Learn how to begin conducting a Literature Review; finding related research to your topic of interest.
- Student Work: Select a minimum of three scientific research articles related to your topic, and complete a summary of these articles. Summaries should describe how the article relates to your topic and specific research question.

### **Week 4**

- Instruction: Discuss the basics of a research hypothesis. Students will learn how to craft a research question, develop a hypothesis, and propose a predicted outcome based on your hypothesis.
- Student Work: Will develop your specific research question, a detailed hypothesis and predicted research findings.

### **Week 5**

- Instruction: Learn how to design a research study based on the students' subject of investigation.
- Student Work: Will develop the research method best suited for your research question/subject.

### **Week 6 •**

- Instruction: Learn how to conduct a literature review. Students will learn about the importance of thorough preparation by reviewing literature related to their topic (a literature review).
- Student Work: Will begin conducting a literature review based on your topic.

### **Week 7**

- Instruction: Students will ensure that their proposed study hasn't already been done before by collecting sources that support their research question and/or that demonstrates a need for their proposed study.
- Student Work: Will continue conducting a literature review based on your topic, and ensure that your idea has not already been proposed.

### **Week 8**

- Instruction: Discuss how to integrate articles from the literature review into the Introduction section of the research paper.
- Student Work: Will complete your Literature Review/Introduction and submit a draft for approval.

### **Week 9 •**

- Instruction: Discuss methods of data collection for each students' individual research design.
- Student Work: Create your data collection materials/tools and begin collecting data.

### **Week 10**

- Instruction: Discuss any pitfalls/difficulties in developing your assessment tools and/or collecting data.
- Student Work: Continue collecting data!

### **Week 11**

- Instruction: Discuss how to analyze data based on your particular research design. May require lab time on campus to use statistical software.
- Student Work: Will complete data analysis and submit a draft of your results.

**Week 12**

- Instruction: Will discuss how to compose a discussion section.
- Student Work: Will begin composing your discussion section.

**Week 13**

- Instruction: Will review how to properly format in APA style.
- Student Work: Will complete and submit a draft of your discussion section. Begin formatting your paper to meet APA requirements.

**Week 14**

- Instruction: Will discuss how to create a Poster presentation based on your research project.
- Student Work: Will complete and submit a draft of your presentation detailing your research project and findings.

**Week 15**

- Instruction: Will meet with each student to review progress of research paper, proper formatting, and presentations. Will evaluate student research presentations.
- Student Work: Will complete and submit final research paper. Will give oral presentation of your completed research project.



## Course Schedule

Assignments are due by 11:59 pm of the assigned date, and should be submitted via Canvas. The schedule is subject to change, as necessary. Any changes to this schedule will be communicated via email or Canvas announcement. Additional readings and activities may be added, these will be noted in Canvas.

### Week 1

Monday: August 25, 2025

- Read Week 1 Folder
- Chapter 1, Writing Reviews of Academic Literature: An Overview
- Chapter 2, Considerations in Writing Reviews for Specific Purposes

Sunday: August 31st, 2025

- Personal Introduction Due (non-graded activity)

### Week 2

TUESDAY: Sept. 2, 2025

- Read Week 2 Folder
- Chapter 3, Selecting a Topic and Identifying Literature for Review
- Chapter 4, General Guidelines for Analyzing Literature

Sunday: Sept 7., 2025

- Week 2 Assignment: Journal Article Critique Due (5 points)

### Week 3

Monday: Sept 8, 2025

- Read Week 3 Folder
- Chapter 7, Building Tables to Summarize Literature
- Chapter 8, Synthesizing Literature Prior to Writing a Review

Sunday: Sept. 14, 2025

- Week 3 Assignment: Relevant Articles (3) and Summary Due (5 points)

### Week 4

Monday: Sept 15, 2025

- Read Week 4 Folder
- Chapter 5, Analyzing Quantitative Research Literature

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Chapter 6, Analyzing Qualitative Research Literature !5

Sunday: Sept 21, 2025

- Week 4 Assignment: Research Question/Hypothesis Due (5 points)

### Week 5

Monday: Sept 22, 2025

- Read Week 5 Folder
- Chapter 9, Guidelines for Writing a First Draft
- Chapter 10, Guidelines for Developing a Coherent Essay



Sunday: Sept 28, 2025

- Week 5 Assignment: Research Method Summary Due (5 points)

### **Week 6**

Sunday: Sept 29, 2025

- Read Week 6 Folder: Chapter 11, Guidelines on Style, Mechanics, and Language Usage

### **Week 7**

Monday: Oct 5, 2025

- Read Week 7 Folder: Chapter 12, Incorporating Feedback and Refining the First Draft

### **Week 8**

Monday: Oct 6, 2025

- Read Week 8 Folder: Chapter 13, Preparing a Reference List

Sunday: Oct 12, 2025

- Week 8 Assignment: Literature Review Draft Due (10 points)

### **Week 9**

Monday: Oct 13, 2025

- Read Week 9 Folder: Chapter 14, Comprehensive Self-Editing Checklist for Refining the Final Draft

### **Week 10**

Sunday: Oct 26, 2025

- Week 10 Assignment: Analysis of Data, Methods & Results Draft Due (10 points)

### **Week 11**

Sunday: Nov 2, 2025

- Week 11 Assignment: Discussion Draft Due (10 points)

### **Week 12**

Sunday: Nov 9, 2025

- Week 12 Assignment: Poster Draft Due (5 points)

### **Week 13**

Sunday: Nov 16, 2025

- No assignments due, but please keep working on your paper!

## **Week 14**

Sunday: Nov 23, 2025

- Week 14 Assignment: Final Paper Due (25 points)

## **THANKSGIVING BREAK**

## **Week 15**

Sunday: December 7th, 2025

- Week 15 Assignment:
- Final Poster Due (10 points)
- Final Presentation Due (10 points)

## **Grades**

It will be your responsibility to monitor the progress of your course grade by using the grading outline provided below. Please feel free to contact me should you have any questions about how to calculate your grade. You can use the outline below to track points you've earned for each assignment. If you have concerns regarding your grade at any point, please contact me as soon as it arises. Also, it is your responsibility to contact me as soon as possible if you are having difficulty understanding the course material.

The course will consist of the following assignments:

- Journal Article Critique (5 points)
- Relevant Articles (3) and Summary (5 points)
- Research Question/Hypothesis (5 points)
- Research Method Summary (5 points)
- Literature Review Draft (10 points)
- Analysis of Data, Methods & Results Draft (10 points)
- Discussion Draft (10 points)
- Poster/Presentation Draft (5 points)
- Final Paper (25 points)
- Final Poster (10 points)
- Final Presentation (10 points)
- Total Course Points: 100

## **Course Grading Scale**

A = 90% and above (A = 90 - 100 points)  
B = 80 to 89.9% (B = 80 - 89 points)  
C = 70 to 79.9% (C = 70 - 79 points)  
D = 60 to 69.9% (D = 60 - 69 points)  
F = 59.9% or below (F = 0 - 59 points)

## Course Policies

This course is the final capstone experience for your degree. You should expect this course to be very challenging, and to require significant time per week to meet the deadlines prescribed. Please keep in mind that I am here to help! Please contact me with any questions or concerns. I am available during designated office hours, by email, and phone or voicemail. If you get my voicemail I will return your call within 24 hours. All assignments will be administered via Canvas. For additional information on final grade percentages and calculations, please see the grade table provided within the syllabus.

Introductions: In the first week of class you will be asked to provide a personal biography. In an online setting it is important that we get to know and welcome one another early in the course. Please see Canvas for instructions. This is a non-graded activity.

Grading Timeline: While it is your responsibility to turn assignments in on time, it is my responsibility to grade and return them in a timely matter. As faculty we are asked to do this within seven days of the assignment due date. I will do my very best to return each assignment within 2-3 working days from receipt.

Late Work Policy: Grades for course work will be reduced by 10% per calendar late day (e.g., 20% reduction for an assignment two days late, 30% for three days late, and so on). Exceptions will be made for legitimate emergencies, but only if you contact me immediately. Computer problems (e.g., crashes, lost or corrupted files) are not acceptable emergencies. Be sure to make back-up files of your work. An easy way to do this is to send yourself an email with the file attached.

Make-Up Assignments: No make-up activities are allowed without proper documentation (e.g., doctor's note, automobile accident report, funeral announcement, etc.). Additionally, make-ups will not be allowed until your documentation has been verified, which means that documentation must provide a contact name and number. Exceptions will be made for legitimate emergencies at the instructor's discretion (e.g., illness, death in the family), but only if you contact me immediately. Legitimate make-up work will only be allowed within one week of the missed assignment. If arrangements are not made in a timely manner, I will need documentation (e.g., hospital notice, etc.) explaining the delay. Otherwise, make-ups will not be allowed beyond one week. Since participation must involve classmates, missed participation cannot be made up once a week has ended.

Final Grades: Grades will not be changed after final grades for the semester are submitted, except in cases of documented errors in the computation of a student's total course points earned or in the recording of a student's grade. Students should retain all returned assignments until students have confirmed that the final grade has been computed and reported accurately. Please note that students must earn the exact number of points that correspond with the percentage associated with a particular letter grade to earn that grade.

Incompletes: Incompletes are generally reserved for students who have completed the majority of the coursework, but due to circumstances, are unable to complete the rest of the coursework. An incomplete will be granted at the instructor's discretion. If an incomplete is granted it is the student's responsibility to complete the coursework in accordance with University policy. If an incomplete is not granted, the student is responsible for all of the work assigned in the course during the current semester.

Email: Please include your full name and the specific situation you wish to address. In the subject line, please place the name of the course, the course number and section. (Example: PSYC 1100-001). E-mails without this information may be considered junk by outlook, and filtered into the spam folder.

## **University Policies and Procedures Students with Disabilities (ADA Compliance)**

### **Chapter 7(7.004) Disability Accommodations for Students**

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see Disability Services Office ([https:// sa.untDallas.edu/disability-services](https://sa.untDallas.edu/disability-services)). You may also contact them by phone at 972-338-1777; by email at [UNTDDisability@untDallas.edu](mailto:UNTDDisability@untDallas.edu) or at Building PL, room 1104.

Disruptive Behavior in an Instructional Setting: Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Canvas Instructure Accessibility Statement: University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on

any assistive technology being used. Canvas Instructure Accessibility Statement is also provided [https:// www.canvaslms.com/accessibility](https://www.canvaslms.com/accessibility).

Note: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

## **Student Evaluation of Teaching Effectiveness Policy**

Course Evaluation Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

## **Academic Integrity**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to UNT Dallas' Student Code of Academic Integrity for complete provisions of this code [www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf).

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

## **Online Attendance and Participation**

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

## **Inclement Weather and Online Classes**

Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

## **Online “Netiquette”**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the UNT Dallas Student Code of Conduct at [https://www.untDallas.edu/sites/default/files/page\\_level2/hds0041/pdf/7\\_001\\_student\\_code\\_of\\_conduct\\_may\\_2014.pdf](https://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

## **Diversity/Tolerance Policy**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

## **Technology Assistance**

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Supported & Unsupported Operating Systems <https://community.canvaslms.com/docs/DOC-10720>