

SYLLABUS
Psychology 7090
Research and Evaluation Program Seminar

Every Other Monday, 12:00 - 1:00 p.m.
Education Building Room 487c

Fall Semester, 2006

Instructor: Karl R. White
(Office hours: Tuesdays and Thursdays, 8:30 - 10:30 a.m. or by appointment)

Purpose of Course

The Research and Evaluation Program Seminar meets every other week each semester. In addition to reading current journal articles and discussing them with other students and faculty, the Program Seminar provides a forum for guest speakers, discussions of current and proposed faculty and student research, and discussions of professional development issues. Students receive one (1) hour of credit each year. Because the course meets every other week for one hour, credit will be given for either Fall or Spring Semester, even though students in the Research and Evaluation Doctoral Program are expected to attend both Fall and Spring Semesters if they are on-campus.

Students are expected to attend each year they are in residence on campus for three reasons. First, the Program Seminar is the only opportunity students have to be together in a class with all of the other Research and Evaluation Doctoral Program students. If all students regularly attend, it will hopefully contribute to a sense of community and cohesiveness for the students which will strengthen communication among students and faculty and provide a support network that is beneficial for everyone. Second, the topics to be discussed and the format of the Seminar provide an excellent learning experience for students, regardless of where they are in the program. Third, for students who have been here for a longer time and have already completed their course work, the Program Seminar provides an opportunity for you to share your experience with newer students and to assist them in ways that only you can do.

Thus, all Research and Evaluation doctoral students (both in the Psychology EAPS program and the College of Education R&E program) are strongly urged to attend the Program Seminar. Students' feedback will be solicited during the semester to continually improve the Seminar and make it a worthwhile experience.

Objectives

As a result of participating in the Research and Evaluation Program Seminar, students will:

1. become better acquainted with other doctoral students and faculty;
2. be more conversant with current issues in the research and evaluation field;
3. be able to critique and evaluate journal articles which address issues relevant to research and evaluation methodology; and
4. have a forum for discussing professional development issues.

Schedule of Class Activities

In most cases, there will be material which should be read prior to class. The quality and the success of the Program Seminar depends in large part on how conscientiously faculty and students prepare for the discussion by reading and thinking about this material. Topics for the first part of the semester are listed below. This schedule may be altered based on participants' suggestions or the schedule of visiting experts. Reading materials are available from the Electronic Reserve in the library or from Sherry Johnson in Educ #432B for the cost of reproduction. To access the Electronic Reserve, go to the web address, <http://eres.usu.edu> (do not use www at the beginning), click on "Electronic Reserves and Reserves Pages." You can look up the course either by the instructor (which is Karl White) or the course number (which is 7090). The password is rem (lower case). Select the document you need and either view it online or print it. The class will be informal and you are welcome to bring your lunch to eat during the discussion.

Tentative Schedule for Fall 2006

- August 28 Grimm, D. (2006). A cure for the common trial. *Science*. 31(2) 836-837.
Couzin, J. (2005) Gaps in the safety net. *Science*. 307 (1) 196-198.
- September 11 Klingner JK, Scanlon D, Pressley M. (2005) How to Publish in Scholarly Journals. *Educational Researcher*. 34(3). 14-20.
- September 25 Hong G and Raudenbush SW. (2005). Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics. *Educational Evaluation and Policy Analysis*. 27(3), 205-224.
- October 9 Love JM, Kisker EE, Ross C, Raikes H, Constantine J, Boller K, Brooks-Gunn J, Chazan-Cohen R, Tarullo LB, Brady-Smith C, Fuligni AS, Schochet PZ, Paulsell

D, Vogel C. (2005). The Effectiveness of Early Head Start for 3-Year-Old Children and Their Parents: Lessons for Policy and Programs. *Developmental Psychology* 41(6), 885–901.

Topics for the remaining classes in the semester will be scheduled after class members have had an opportunity to make suggestions.

October 23

November 6

November 20

December 4

Grading

Students will receive a Pass/Fail grade for the course. To receive a passing grade, students must attend and participate in at least 6 of the 8 sessions. Extenuating circumstances which interfere with attendance should be discussed with the instructor before the class meets for that time. There will be no examinations or papers to write.