**GAU, Faculty of Humanities**

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| **Course Unit Title** | | PRE-DISSERTATION ELECTIVE | | |
| **Course Unit Code** | | PSY 301 | | |
| **Type of Course Unit** | | Compulsory, All psychology Students | | |
| **Level of Course Unit** | | Third year, Bsc | | |
| **National Credits** | | 6 | | |
| **Number of ECTS Credits Allocated** | | 8 | | |
| **Theoretical (hour/week)** | | 3 | | |
| **Practice (hour/week)** | | 3 | | |
| **Laboratory (hour/week)** | |  | | |
| **Year of Study** | | 3 | | |
| **Semester when the course unit is delivered** | | 5 | | |
| **Mode of Delivery** | | Face to Face | | |
| **Language of Instruction** | | English | | |
| **Prerequisities and co-requisities** | | PSY 101, 102, 211, 218,240 and 284 | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:**  This course is a pre-requisite for PSY401. This course is designed to cover the basic processes involved in doing basic research for final dissertation during your senior year. You will initially select your topic of research, learn how to brainstorm, how to do a library search for empirical articles, how to fill out an ethics committee application, how to create a detailed outline, learn how to use specific editing features that will help you write your thesis, how to write a proposal, the difference between plagiarism and paraphrasing, how to fill out an advisor request form, understand the GAU dissertation / thesis writing guidelines & structure, apply APA format writing, organize APA references - primary & secondary sources, and create the general skeleton for the first 3 chapters of your dissertation. | | | | |  |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able | | | Assesment. | |
| 1 | To understand the processes involved in thesis writing. | | 1,2,4 | |
| 2 | To generate an understanding between creative writing and academic writing | | 1,4 | |
| 3 | To understand the ethical standards involved in doing research | | 1,2 | |
| 4 | To understand the processes involved in proof reading. | | 1 | |
| 5 | To understand concept of hypothesis building and testing | | 1,2 | |
| 6 | To write research article | | 1,2 | |
| Assesment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | | | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | | | 2 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | | | 5 |
| 4 | Ability to apply psychological content and skills to career goals. | | | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | | | 4 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | | | 5 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | | | 5 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | | | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | | | 2 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | | | 2 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | | | 3 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

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| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | Thesis Overview | | | | | |  |
| 2 |  | Statement of Problems | | | | | |  |
| 3 |  | Purpose of Study | | | | | |  |
| 4 |  | Significance Of study | | | | | |  |
| 5 |  | Literature Review | | | | | |  |
| 6 |  | Theoritical Framework | | | | | |  |
| 7 |  | Presentation | | | | | |  |
| 8 |  | Midterm Project | | | | | | Mid Term |
| 9 |  | Methodology | | | | | |  |
| 10 |  | Data Presentation | | | | | |  |
| 11 |  | Results | | | | | |  |
| 12 |  | Discussions | | | | | |  |
| 13 |  | APA write up | | | | | |  |
| 14 |  | Review/ presentation | | | | | |  |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |
| **Textbook:**  American Psychological Association. (2010). Publication Manual. 6th Ed. APA: Washington, DC.    Burton, L. J. (2010). An Interactive Approach to Writing Essays and Research Reports in Psychology. 3rd Ed. Wiley& Sons, Ltd: Australia.  **Supplementary Material (s):** | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | % |  | | | | |
| Laboratory | | | % |  | | | | |
| Midterm project (Written) | | | 30% |  | | | | |
| Project (Written) | | | 20% |  | | | | |
| Final project (Written) | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 15 | 3 | 45 | |
| Labs and Tutorials | | | | |  |  |  | |
| Assignments | | | | | 14 | 3 | 42 | |
| Project/Presentation/Report Writing | | | | |  |  |  | |
| E-learning Activities | | | | | 2 | 10 | 20 | |
| Quizzes | | | | | 3 | 10 | 30 | |
| Midterm Examination | | | | | 1 | 14 | 14 | |
| Final Examination | | | | | 1 | 22 | 22 | |
| Self Study | | | | | 14 | 4 | 56 | |
| Total Workload | | | | | | | 229 | |
| Total Workload/30 (h) | | | | | | | 7,6 | |
| ECTS Credit of the Course | | | | | | | 8 | |