

# Psychology 331.05 - Syllabus

Fall 2013 - Instructor: John B. Pryor, Ph.D.

**Course orientation.** There are three major learning goals in this course: 1) to learn about research methods in social psychology through conducting actual research, 2) to learn about the research literature in some specific areas of social psychology by reading journal articles, and 3) to learn how to write an APA-style research report. Below is a tentative timetable for our activities in the course.

## Tentative Schedule

AUG 19/21	Introduction / In-class Research Project (Project #1)
26/28	In-class Project continued
SEP 4	In-class Project continued
9/11 <i>Begin Project #2</i>	In-class Project continued / <b>Report #1 due SEP 11/</b>
16/18	Project #2
23/25 <i>SEP 25</i>	Project #2 continued / <i>Preliminary Draft of Method due on</i>
SEP 30/OCT 2	Project #2 continued
7/9 <i>due OCT 9</i>	Project #2 continued/ <i>Preliminary Draft of Literature Review</i>
14/16 <i>OCT 16</i>	Project #2 continued/ <i>Analyses of Project #2 presented on</i>
19/21	<b>Report #2 due on OCT 21/ Begin Project #3</b>
28/30	Project #3 continued
NOV 4/6	<i>Preliminary Draft of Method due on NOV 6</i>
11/13	Project #3 continued
18/20	<i>Preliminary Draft of Literature Review due on NOV 20</i>
25/27	<i>THANKSGIVING HOLIDAY</i>
DEC 2/4 <i>DEC 4</i>	Project #3 continued / <i>Analyses of Project #3 presented on</i>
DEC 9, 2013	<b>Report #3 due on Monday, December 9 at 1:00</b>

## NEW REQUIREMENT

As a student in PSY 331.05, you will be involved in conducting research that undergoes review by the ISU Institutional Review Board (IRB). As part of this process, I will submit research protocols to the IRB listing all of the student personnel who will be involved in the research. The IRB requirements include your undergoing an online course at a web site called: Collaborative Institutional Training Initiative (CITI). You can read about how to sign up for CITI training here:

<http://rsp.illinoisstate.edu/research/ethics/training.shtml>

All PSY 331.05 students will be required to have completed either the "Educational, Social and Behavioral Research with human subjects" course or the "Students conducting no more than minimal risk research" course. Please note that the "Social/Behavioral Responsible Conduct of Research Course," although similarly titled, does not cover human subjects research and therefore does not fulfill the IRB training requirements. Most of you will have already completed CITI training as a part of PSY 231. If you have not completed this required training, you can sign up for CITI training here:

<https://www.citiprogram.org/enroll/courseregistration1.asp?language=english>

CITI training must be completed by August 28, 2013. You must turn in a copy of your CITI certification in class to me on August 28, 2013. Being late will result in a reduction in your course grade according to the following schedule: 1 day late = 5% reduction, 2 days late = 10% reduction, 3 days late = 15% reduction, 4 days late = 20% reduction, 5 days late = 25% reduction, 6 days late = 30% reduction, more than 7 days late = failure in the class (F).

## READING ASSIGNMENTS

There will be three research projects conducted in this course. At the beginning of each project I will provide a "seed" reading list for that project. Most of these readings will be sent to you as pdf files or else put on reserve in Room 13 in DeGarmo. On your own, you will be required to find and read additional articles related to those assigned for each research paper. For report #1, you will be asked to find 2 additional articles. For Reports #2 and #3, you will need to find at least 6 additional articles. In class I will discuss how to find these articles using the library's research resources. A list of suggested journals is appended. If you want to use articles from other sources, please clear this with me in advance. **Please bring to class for my review an abstract of each article you plan to use in each research paper.**

Although I do not require you to buy any textbook, I **strongly encourage** you to consider buying this reference book:

American Psychological Association (2009). *Publication manual for the APA* (6th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

This reference provides a stylistic guide for writing your reports. Read it and follow these guidelines for all writing projects in this course. The book is available in the bookstore. You may also order it directly from the APA website: <http://www.apa.org/pubs/books/4200066.aspx>. Copies are also available in Milner Library.

## REPORTS

There are three reports assigned in this class. Below are descriptions of each report. Each of the project reports will involve your describing a research project conducted by the class. The due-dates are listed on the timetable. Writing your reports will require some knowledge of statistics. All reports are to be typed, double-spaced, and follow the APA stylistic guidelines.

### *Report #1*

Assigned length: 15-17 pages

This report concerns an in-class project in which I will play the role of the experimenter and you will play the roles of the participants. We will collect all data on the first day of class. This project concerns a replication of a classic study in social psychology. The purposes of this project are to give you a brief introduction to experimental methods used in social psychology and to illustrate how data analyses are actually performed. We will analyze the data for this project with the use of only handheld calculators. Each student will be required to bring a **handheld calculator** to class and to go through the various steps of the computation process in unison with the professor. This report will be shorter than the other two reports.

### *Reports #2 & #3*

Reports #2 and #3 should 25 (+ or - 2) pages in length. In addition, each student is expected to participate in the data collection and analyses relevant for each report. Your grade on the paper will reflect your participation in these essential laboratory activities as well as your written paper.

## CLASSWORK

I make note of your attendance. I expect you to attend all classes or have a valid excuse when you do not attend. All of the data collection for our projects will be performed in class. When you miss class, it means that the other students who attend class have to pick up the slack in your data collection duties. Thus, **unexcused absences will lower your grades**. In addition, you are expected to help out in the coding of the data. Complaints from your classmates that you are not doing your fair share can result in your grade being lowered.

## RESEARCH PROJECTS

At the beginning of each project, I will give the class an overview of the background and methodology of the project. For the second and third projects, I will divide the class into research teams. Each team is responsible for a segment of data collection and data coding. Over the next several class meetings, data collection will be conducted in the ISU Psychology Department Laboratories (Suite 8 of DeGarmo Hall). All data coding will be completed a week before the project report is due (see schedule above). I will report the data analyses to you on the class day before the first research report is due. This will give you 5-6 days in the cases of Report #2 and Report #3 to complete your reports. In order to complete the reports on time, you will have to complete all the readings and then write the Abstract, Introduction, and Method sections in advance. In order to keep you on schedule, I am asking that you turn in two advance drafts: First you will be asked to turn in a typed draft of the Method Section. (See due dates on the schedule above.) Your Method drafts will be returned to you with critical feedback in a week. Then I ask that you turn in a typed draft of the Literature Review (Introduction) along with your references. (See due dates on the schedule above.) You will receive critical feedback on the Introduction draft in a week's time. Feedback on both of these preliminary drafts will not be graded. The purpose is to help you to write a better final report. Failure to turn in these drafts will lower your grades on your reports. When you receive the final statistical analyses, you should have only the Results and Discussion sections left to write.

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

## FINAL GRADE FOR COURSE

Each paper will be given an A-F letter grade. Equal weight will be given to each of the two grades in determining the final grade. Thus, the Final Grade = (20% X Report #1) + (40% X Report #2) + (40% X Report #3). Each report grade will be adjusted downward for attendance problems and for failure to turn in the assigned preliminary drafts for reports #2 and #3.

## HOW I GRADE YOUR PAPERS

I do not assign specific point values to separate sections of your paper and then simply total them up. I try to look at each paper as a whole. Here are some general qualities I look for in assigning grades.

### Grade A+ or A

- Demonstrates superior knowledge of statistics used in the study
- Uses challenging and current articles as part of the literature review
- Offers creative and critical suggestions for future research
- Follows all APA stylistic guidelines
- Sustains extremely insightful, in-depth analysis of complex ideas
- Develops and supports main points with logically compelling reasons and/or persuasive examples from relevant, published research
- Is well focused and well organized
- Displays excellent use of language, with effective sentence variety and precise vocabulary
- Demonstrates superior facility with sentence structure, grammar, usage, and mechanics with few, if any, errors

### Grade A-

- Demonstrates a good understanding of statistics used in the study
- Uses at least some challenging and current articles as part of the literature review
- Offers good suggestions for future research
- Follows APA stylistic guidelines with only minor errors
- Provides generally insightful analysis of complex ideas
- Develops and supports main points with logically sound reasons and/or well chosen examples from the research literature
- Is generally focused and well-organized
- Displays fluent use of language, with generally effective sentence variety and appropriate vocabulary
- Demonstrates good control of sentence structure, grammar, usage, and mechanics with few, if any errors

### Grade B+ or B

- Generally follows APA stylistic guidelines
- Demonstrates a basic understanding of statistics used in the study
- Uses only relevant articles as part of the literature review
- Offers some suggestions for future research
- Provides competent analysis of complex ideas
- Develops and supports main points with relevant reasons and/or examples from the research literature
- Is adequately organized
- Displays sufficient control of language to convey meaning with reasonable clarity
- Demonstrates satisfactory control of sentence structure, grammar, usage, and mechanics, but may have occasional minor errors

#### Grade B- or C+

- May have some obvious errors with regard to APA stylistic rules
- Review of literature may appear superficial, may appear like "a list" without good flow or integration of ideas
- May appear to have only a rudimentary understanding of the statistics used in the study
- May not be able to project where research goes from here
- Displays some competence in analytic writing skills, although the writing may be flawed in at least one of the following ways:
  - Limited analysis, development, or organization
  - Weak control of language, sometimes resulting in vagueness or lack of clarity
  - Numerous errors in sentence structure, grammar, usage or mechanics

#### Grade C or C-

- Numerous deviations from APA may be apparent
- Review of literature may contain irrelevant material, may consist of many poor quality articles, and/or may not relate to hypotheses
- Review of literature may fail to describe or explain literature cited
- Problems in understanding the statistics may be indicated
- Discussion may be very brief or very vague
- Displays serious weakness in analytic writing skills. The writing may be seriously flawed in at least one of the following ways:
  - Lack of analysis, development, or organization
  - Serious and frequent problems in the use of language
  - Numerous and intrusive errors in sentence structure, grammar, usage, or mechanics--that is, errors that seriously interfere with meaning

#### Grade D+, D, or D-

- Disregard for APA style
- Literature review may be incomplete, incomprehensible
- Errors may be present in reporting the statistics used
- Discussion may be tangential to the study or incomprehensible
- Displays fundamental deficiencies in analytic writing skills, resulting in incoherence. The writing may be fundamentally flawed in at least one of the following ways:
  - Content is confused or mostly irrelevant to the assignment
  - Little or no development
  - Severe and pervasive errors--that is errors that result in incoherence

#### Grade F

- The student simply copies the work of another in the class or from some outside source without attribution
- The student totally disregards the assignment
- The student does not turn in the assignment
- The entire paper is incomprehensible
- Entire sections of the paper may be omitted

#### **OFFICE HOURS**

My office is Rm. 410 of DeGarmo. My office hours are 2:30-3:30 TTH. You may also make an appointment to see me at other times (call for an appointment - 438-5191). Please routinely check your ISU email account for class communication from me. EMAIL: [pryor@ilstu.edu](mailto:pryor@ilstu.edu)

# Standard Cover Sheet for Reports

Running head: (You generate this.)

Title (You generate this.)

REPORT #X  
PSY 331.05

DATE

Your Name

Illinois State University

## Outline for all reports

**Abstract** - The abstract is presented in a separate page. The abstract should summarize the report in about 1/3 to 1/2 of a page. The standard length of an abstract is about 120 words.

**Introduction** - This section begins on a new page that repeats the title. Follow APA guidelines with regard to headings, spacing, and references. The Introduction is essentially a literature review that leads up to the current project. At the end of the Introduction you should have a clear statement of the hypotheses or research questions. Normally, research reports are written in the past tense. Employ APA-style sub-headings to organize your literature review. Try to organize your literature review conceptually. Do not make it just a "grocery list" of things you have read.

**Method** - The Method Section has the following component parts:

- **Participants** - Who participated? Describe them. How many participants were there? How were they recruited?
- **Stimulus Materials and Apparatus** - What materials were used? How were they derived or generated? Were they based upon previous research? If so, what research? If a computer or other apparatus was used, describe it (i.e., model, etc.). If software is used, describe it. Sometimes this section is subsumed into the procedures section.
- **Procedures** - What did participants do in this study? Describe this linearly from the moment that they entered the experimental setting until they left.
- **Dependent Measures** - What was measured in this research? How was this accomplished? Sometimes this section is subsumed into the stimulus materials section or the procedures section.

**Results** - Describe any coding or transformation that was done to the data. Describe the analyses that were performed. Describe the results of these analyses.

**Discussion** - Were the hypotheses confirmed? If not, why did the study fail? What are some implications of the research? What are some possible future studies that could follow-up this research?

**References** - Start on a separate page. Follow APA Guidelines.

**Tables** - Start each on a separate page. Follow APA Guidelines.

**Figures** - Before the figures, you place a page with the figure titles. Start each figure on a separate page. Follow APA Guidelines. It is not acceptable to simply reproduce the figures provided by the instructor and include them in your paper. If you use figures, construct them yourself.

**Research cited** - Attach complete photocopies of all articles you cite in your paper. If you cite a book, photocopy the cover page.

## **Suggested Journals for Reports**

*AIDS Education & Prevention,*  
*American Psychologist,*  
*Basic and Applied Social Psychology*  
*Child Development,*  
*Current Directions in Psychological Science,*  
*Developmental Psychology,*  
*European Journal of Social Psychology,*  
*Health Psychology,*  
*JAMA: Journal of the American Medical Association,*  
*Journal of Abnormal Psychology,*  
*Journal of Applied Psychology,*  
*Journal of Applied Social Psychology,*  
*Journal of Cross-Cultural Psychology,*  
*Journal of Experimental Psychology: General,*  
*Journal of Experimental Psychology: Learning, Memory & Cognition,*  
*Journal of Experimental Social Psychology,*  
*Journal of Personality,*  
*Journal of Personality and Social Psychology,*  
*Journal of Social and Clinical Psychology,*  
*Journal of Social Issues,*  
*Journal of Social and Personal Relations,*  
*Journal of Vocational Behavior,*  
*Military Psychology,*  
*Organizational Behavior and Human Decision Processes,*  
*Personality and Social Psychology Bulletin,*  
*Psychological Bulletin,*  
*Psychological Review,*  
*Psychological Science,*  
*Science,*  
*Sex Roles*  
and  
*Social Cognition.*

Note: I will consider your using articles from other journals as references only if the student requests consideration in advance. I encourage you to seek articles published in the last five years.



**Information Sheet:** To be completed before class and returned to the instructor on the first day of class.

NAME: \_\_\_\_\_

CAMPUS ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

LOCAL PHONE: \_\_\_\_\_

ISU EMAIL ADDRESS: \_\_\_\_\_

GRADE POINT AVERAGE: \_\_\_\_\_

CLASS STANDING AT ISU: JR SR Other \_\_\_\_\_

HAVE YOU TAKEN ANY COURSES CONCERNING SOCIAL PSYCHOLOGY PRIOR TO THIS ONE?

\_\_YES\_\_NO

IF YOU HAVE, PLEASE LIST THEM \_\_\_\_\_  
\_\_\_\_\_

TENTATIVE PLANS AFTER GRADUATING:

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WHY DID YOU CHOOSE TO TAKE THIS SECTION OF 331?

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