

3750:220:002 (Class Number 75775)
Experimental Psychology
Fall 2012

Prof. Jan Yoder
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Office: CAS Room 366, 330-972-8371
 Office hrs: Tu & Th 3 - 4 & by appointment

Class Information: Tu & Th 4:25 – 6:05, CAS Rm. 137
 LABS: (sign up for one) Tu (Section 021, #75776) 6:05 – 6:55, CAS 130
 Th (Section 022, #75777) 6:05 – 6:55, CAS 130

Peer tutors	email	Lab
Taylor Ceroni	tlc62@zips.uakron.edu	Tues.
Chris Petsko	cdp33@zips.uakron.edu	Tues.
Nick Purcell	nop3@zips.uakron.edu	Thurs.
Juli Hamad	jmh186@zips.uakron.edu	Thurs.

Course Materials

Required Text

Pelham, B.W., & Blanton, H. (2007). *Conducting research in psychology: Measuring the weight of smoke* (3rd ed.). Belmont, CA: Wadsworth. (ISBN: 0-534-53294-2 or 9780534532949)

The text is available at the Student Union's Bookstore and on hard-copy, two-hour reserve in Bierce Library.

For Lab Project

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.

Critical Readings

Fischer, A. R. (2006). Women's benevolent sexism as a reaction to hostility. *Psychology of Women Quarterly*, 30, 410-416.

Glick, P., Fiske, S. T., et al. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79, 763-775.

Connelly, K., & Heesacker, M. (2012). Why is benevolent sexism appealing? Associations with system justification and life satisfaction. *Psychology of Women Quarterly*.
 doi:10.1177/0361684312456369

Recommended

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1-4338-0561-5)

I will send messages and electronic materials to your UANET e-mail account. Be sure this is active and check it periodically. To re-activate this account, change your password, transfer mail from here to another account you check regularly, etc., go to Zipline (from the UA home page) and log in. To transfer your messages from your UANET e-mail to another account (e.g., hotmail or gmail), click on UANET services under School Services and activate the forward function.

Grades, course materials, and other information will be posted on Springboard. To access Springboard, go to <https://springboard.uakron.edu> or go through Zipline (also under School Services). *Materials distributed in class as well as select PowerPoint slides will be posted on Springboard; if you miss class, it is your responsibility to find your own copy.*

Course Objectives

This course lays a critical foundation for psychology majors by introducing basic concepts in research design. The overarching goals for the course are to give you the tools to think critically about research, to knowledgeably read published research, to ask testable questions, to design sound methodologies, and to conduct and present systematic research. Throughout your upper-level courses and however you eventually use your psychology major, being a critical consumer of research and having the capabilities to design and understand quality research are skills with unbounded possibilities.

I plan to expose you to a wide array of research methodologies used across the various fields within psychology including experiments, surveys, observation, single-participant designs, and so on. I think the best way to learn about research is to do it, and this class will emphasize a hands-on approach throughout. You will conduct research projects including hypothesis generation, data collection, data analysis, and presentation. To ground this application, we will learn and apply basic concepts used by researchers. We'll learn these through lectures, readings, and a series of chapter quizzes, and we'll apply them through class discussions, exercises, and demonstrations as well as application assignments.

I regard research as a *process*. Single studies rarely fully answer the questions we pose, but rather whole programs of studies evolve using a myriad of methodologies to add pieces to the puzzle we are putting together. Every study is filled with design decisions that ultimately affect the value of what you learn from doing it. There is no cookbook way to design a study, and every decision is potentially critical. I find this process truly exciting, and I hope to share my enthusiasm with you. With strong research skills under your belt, the possibilities for discovery and understanding are unlimited.

The learning objectives I consider primary for this course include:

- Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Learn to apply course materials to improve your thinking and problem solving.
- Developing specific skills, competencies, and points of view needed by psychologists.
- Learning how to find and use resources for answering questions and solving problems.

University, Department, and Instructor Policies

Registration. University policy dictates that: "Students whose names do not appear on the university's official class list by Sept. 10, 2012 will not be permitted to participate (attend class, take exams, or receive credit)."

Attendance. If you must miss a class, please let me know in advance and make arrangements to get work due on that day to me. University policy states: "A student is expected to attend all class meetings for which registered. A student may be dropped from a course by the Dean if absence is repeated and the instructor recommends this action; a student can gain readmission only with permission of both."

Drop or withdrawal. The last day to drop a class without signature and without "WD" appearing on a student's academic record is Sept. 10, 2012. The last day to withdraw from class without signatures is Oct. 14, 2012.

Tape recording. The Department of Psychology notes: "It is the policy of the Department of Psychology that taping by students or others of lectures or classroom discussions of any kind shall be done only with the prior express permission of the instructor; tape recordings and other material distributed by the instructor shall be restricted to the personal use of the students enrolled in the course."

Students with disabilities or special needs. Please contact the instructor ASAP so we can arrange to accommodate those needs. You must be registered with the university's Disability Center to qualify for extra time allocations.

Anti-discrimination policy. It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the University of Akron because of race, color, religion, sex, age, national or ethnic origin, disability, or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

Instructor policies. Plagiarism is the presentation of someone else's work or ideas as your own. You will be working on teams for some projects, and I do encourage group studying. However, unless indicated, *assignments must be completed individually and will be graded as such*. It is important to clearly reference your work using APA format. Plagiarism will result in a lower grade depending on the extent of the transgression; extensive plagiarism or cheating will result in a grade of zero for that assignment or for the course and Academic Misconduct charges may be filed.

All assignments must be typed (except worksheets requiring filled-in answers). You are responsible for complying with any changes announced in class. Incompletes will be given only in extenuating circumstances. Late papers will be penalized (10% reduction/day) unless arrangements are made at least one week in advance of the due date. Make-up quizzes will not be given. *All work is due as a pdf file(preferred) or Word document by the assigned date and time in your Springboard dropbox.*

Occasionally, a discrepancy arises between a student's and an instructor's perceptions regarding grades. If you have some concerns about a grade on a quiz or on a writing assignment, please feel free to come speak with me about it during office hours. However, please be aware that if you believe your work warrants additional points and would like to discuss that, you must present a clear, compelling case in writing, within two class periods of receiving your grade on the quiz or assignment. I will be happy to discuss quizzes, quiz materials, and your responses with you, but I will not discuss point adjustments without your written case in my hand. (This does not mean that submitting a case guarantees point adjustments. Indeed, point adjustments may be higher or lower than the original grade.)

Assignments and Grading

There are four major categories of assignments for the course, totaling 400 points:

- (1) 6 Chapter Quizzes (totaling 120 points; 30% of the final grade);
- (2) the ASI Lab Project (totaling 187 points; 47%);
- (3) 3 Critical Readings (totaling 36 points; 9%);
- (4) 4 Homework Assignments (totaling 57 points; 14%).

Use your Springboard Dropbox to turn in written assignments and receive feedback.

All grading is based on each individual's work.

Computation of Grades

Points will be summed then rounded across all assignments. Final letter grades will follow the standard pattern of 93% and above (372-400 points) = A; 90%-92.9% (360-371 points) = A-; 87%-89.9% (348-359) = B+; 83%-86.9% (332-347) = B; 80%-82.9% (320-331) = B-; 77%-79.9% (308-319) = C+; 73%-76.9% (292-307) = C; 70%-72.9% (280-291) = C-; 67%-69.9% (268-279) = D+; 63%-66.9% (252-267) = D; 60%-62.9% (240-251) = D-; and below 60% (below 240) = F. Lab and class participation will affect borderline grades, both favorably and unfavorably. All grades will be posted on Springboard.

APA Format

Some worksheets and all research papers must conform to the guidelines of APA format. Your textbook (Ch. 11) has some basic information that will be helpful, and a demonstration manuscript (Hogue & Yoder, 2003) is available on Springboard. Additionally, hard copies of the *Publication Manual of the American Psychological Association* (6th ed.) can be found in the Akron U libraries, including in the reserve stacks at Bierce where they are non-circulating, and in the Psi Chi office (which also has a hardcopy style helper). Help with APA format can be found on-line at:

<http://www.apastyle.org/>

Under the Learning APA Style tab, you can find online tutorials on (1) the Basics of APA Style and (2) What's New in the 6th Edition.

Chapter Quizzes

Individual credit. Each chapter quiz will comprise 15 multiple choice questions worth 1 point each. These will be given in class on the assigned dates (see the Schedule of Assignments on page 10), and each will cover the assigned chapter(s) and its accompanying lecture(s). There will be six quizzes overall, covering Chapters 1 through 9 of Pelham and Blanton (P&B, 2007).

Group credit. There will be an opportunity to earn group credit on each of the quizzes when each is taken in class on the assigned date. After all individuals have handed in their quiz, your assigned 3-4 person group will answer each of the quiz questions *as a group*. *Every group member will get one-third point for every correct answer* (with a maximum score then of 5 for each quiz). Thus the combined total points for each quiz is 20, totaling 120 points across the six quizzes.

Students requiring extra time or special facilities must be registered with the disability center on campus. *No make-up quizzes will be given*. All quizzes will begin at the start of the assigned class period (see page 8), and no one will be permitted to participate in the group portion if they are late for the quiz. The individual grade will be extrapolated to cover the group portion if a student misses an in-class quiz because of an excused absence; in the case of an unexcused absence, both the individual and group grade for that quiz will be zero.

APA-style Lab Project

You will complete one research project in lab (see page 8 for the Schedule of Labs), totaling 187 points. This project involves an original data collection to test the hypotheses your research team develops around the Ambivalent Sexism Inventory (Glick & Fiske, 2001). This assignment comprises six parts:

- (1) a team lab presentation of your proposal (16 points)
- (2) a revised written proposal (16 pts)
- (3) first and second (10 pts) drafts of your Methods section
- (4) first and second (15 pts) drafts of your results section
- (5) a group-created poster (30 pts) and presentation (16 pts)
- (6) a final, complete APA-style paper (80 pts)

(1-2) Proposal. As a research team, you will develop hypotheses (that involve the Ambivalent Sexism Inventory and that draw from your brief review of relevant literature) and then design a survey to test these hypotheses. As a team, you will present your hypotheses, your rationale for their development, and your materials you will use in lab. Your presentation must include a PowerPoint that shares your materials with the lab. Your individual involvement in this presentation will be graded; to be eligible to present, a good-faith first draft of your own individual proposal must be posted in the dropbox prior to the start of class. The purposes of this presentation are (a) to give us a final chance to make changes to your materials and (b) to begin to layout how you will analyze your data.

Each individual will write his or her own APA-style proposal, including the sections specified in the table on page 9. Note that this paper includes a Results section in which you will describe how you plan to analyze your data. Note that this proposal will give you a chance to draft your Introduction section and begin to lay out your Materials.

(3-4) Methods and Results. For both your Methods and Results sections, there will be two drafts. Each individual will complete her or his first draft and post it in the appropriate dropbox prior to the assigned lab listed on page 10. This draft needs to represent a good-faith effort in order to be eligible for peer review in lab. We will spend a lab session working in pairs reviewing each other's work and getting help and feedback from the TAs and instructor. You can then use this feedback to submit your second draft, which will be graded by Dr. Yoder. The feedback from this second draft can then help you perfect these sections for your final paper.

(5) Poster. Each group will parcel out the different sections of an APA-style poster to its team members (as designated on page 9). Each individual then will complete his or her assigned section. Each individual will then present her or his section as part of a lab-wide oral presentation during the last week of labs. (*You are strongly encouraged to attend BOTH lab sessions that week to show support for the work of your colleagues.*)

(6) Final Paper. Each student will complete his or her own final, complete APA-style paper that includes all sections of a research paper (see the matrix and section guide with grading rubric on page 9).

Critical Readings

The purposes of these readings are to provide background information relevant to class materials and/or lab projects, to expose you to APA-style in practice, and to encourage you to think critically about the design of studies and the interpretation of research findings.

Each reading, along with a reading assignment template, is available in the Content folder in Springboard. The due dates for these reading assignments are posted on the Schedule of Assignments on page 10, with each worth 12 points. You will complete a Reading Overview (available on Springboard) for each reading.

Homework Assignments

There are four homework assignments: (a) a reading assignment covering Glick and Fiske (2001) (12 points); (b) an APA Style Worksheet (worth 15 points); (c) a PsycINFO bibliography on the ASI for your proposal (15 points); and (d) data collection for the ASI project (15 points). See materials for these assignments posted on Springboard.

Glick and Fiske (2001). Given that our projects draw heavily on Ambivalent Sexism theory and the ASI measure, this reading will provide some needed background about theory development and the current state of these ideas and the research they inspired. This paper will be augmented by class lecture and a podcast interview with the authors. Although team projects will go in many directions, I like having a common focal point to bring our projects together and to explore in depth. We will see that the two components of this theory (hostile and benevolent sexism) have been used to create a measure (the Ambivalent Sexism Inventory; Glick & Fiske, 1996), which has been used across a wide range of experimental, quasi-experimental, and correlational designs. Having such empirical breadth will give us a chance to explore a wide array of research designs within a common theme.

APA Style worksheet. The style worksheet is available on Springboard; please download it, record your name and answers, and upload it to your Springboard dropbox before class on Sept. 6. (We will review this worksheet in class so the dropbox will close before class.)

ASI project bibliography. You will write a research proposal to outline your group's portion of our ASI project. The purpose of this bibliography assignment is to get you to conduct a literature search in PsycINFO and to identify three published papers that are relevant to your proposal (beyond Glick & Fiske, 1996; 2001, and the assigned readings for this course). Please download the Proposal Bibliography template available on Springboard, and complete a separate form for each of the three papers you identify (5 points each, totaling 15 points). These three bibliographies are due in your Dropbox on Sept. 16. Although you may consult with members of your team about your choices, this is an individual assignment (i.e., every student must submit their own assignment).

Data collection. For our class ASI project, we will design an online survey. For data collection, every student must recruit 5 people (worth 3 points each, totaling 15 points). Although the survey itself will be anonymous for respondents, each participant will be required to enter your name when they complete the survey in order for you to receive credit for recruiting them. All data collection must be completed before midnight on Oct. 19.

Teamwork

You will be assigned to a 3-4 person group at the start of class. You will complete the follow-up group portion of each quiz, do the one statistics quiz, analyze project data, and peer review each other's work in lab with these team members. Except as just noted, *all other work will be done individually, will require that a unique assignment be handed in by each individual, and will be graded individually.*

Here are some pointers for making the most of your team work:

- Agree on meeting times outside of class, use your in-class lab time wisely (including consultation time with me), and designate clearly what each person should do before the next meeting.
- Do all of your required (and agreed-on) individual preparation on time, and come to group meetings and lab sessions prepared. Let everyone know in advance if you must miss a scheduled meeting. Please remember that when you don't do your work (or when you do it sloppily), you are not just hurting yourself but may be hurting the rest of your group!

- *If things are not going well in your group . . .* first, please try to work out the problems within your group. But you will also have some options if meetings aren't solving the problem:
 - If a team member refuses to cooperate, the remaining group members should let me know this.
 - If a group member is not cooperating, meet with your group and try to work out a resolution to the problem. If the non-cooperation continues, meet as a group with me. (1) If no resolution is achieved, the cooperating team members should notify the uncooperative member politely but clearly in writing that s/he is in danger of being fired; you must give a copy of this notification to me; (2) If there is no subsequent improvement, the team should notify the individual (again in writing and with a copy to me) that s/he is no longer part of the team. The fired student must meet with Dr. Yoder to discuss options, including possibly moving to another group that agrees to accept the student or to complete the work alone.
 - Similarly, if an individual feels that s/he is shouldering an inequitable burden of the workload, s/he may issue a warning memo (a written notification) to each team member. The group should meet as a whole and try to work out a resolution to the problem. If there is no improvement, the person may quit the team and join another group that agrees to accept the student or complete the work alone.

I have two “words” of advice:

Keep Up!

I cannot stress this point enough. We are on a tight but very do-able schedule. Assignments work together and build, so that by the end of class, you can do the capstone final assignments—presenting a professional poster and writing an APA-style manuscript. Consult this syllabus, the materials on Springboard, and me often. My guess is that you'll find lots of help along the way—*and be surprised at how much you enjoy and learn from the process.*

Revise!

All papers benefit from revision, but this is especially true of research papers where careful attention to detail is required. Beyond the challenges of writing prose, research papers require careful citation and attention to the demands of APA formatting; clear and well organized logical development of ideas leading to carefully worded hypotheses; detailed information about participants, measures, procedures, and data analyses (with supporting statistics); and thoughtful speculation about the meaning and implications of findings. These are papers that can only get better with drafts, feedback, and more drafts. So, be prepared to take advantage of labs—come to them prepared; focus and work hard in them; and use your teammates, TAs, and instructor wisely. My bet is that in doing so, you'll keep up just fine, as well as see the quality of your work and thinking improve.

Schedule of Lectures and Labs

Date	Lecture	Lab
Aug 28	Introduction	Introduction to the ASI
Aug 30	Brief course in stat; group quiz	Introduction to the ASI
Sept 4	Ambivalent Sexism	PsycINFO; ASI proposal topic & lit
Sept 6	Style overview, methods, ethics	PsycINFO; ASI proposal topic & lit
Sept 11	Choosing the Right Stat	ASI proposal planning and design/materials
Sept 13	P&B Ch 1	ASI proposal planning and design/materials
Sept 18	P&B Ch. 2	Data Analysis Exercise; more project planning
Sept 20	Quiz on Chs. 1-2; APA Results	Data Analysis Exercise; more project planning
Sept 25	P&B Ch. 3 Validity	Groups Present ASI study
Sept 27	P&B Ch. 3 Measurement	Groups Present ASI study
Oct 2	P&B Ch. 3 More on Measurement	Finalize ASI project materials
Oct 4	Quiz on Ch. 3; APA Discussion	Finalize ASI project materials
Oct 9	P&B Ch. 4 Types I and II Error, Sample Size	Peer and Instructor Tutoring: Methods
Oct 11	P&B Ch. 4 Sampling	Peer and Instructor Tutoring: Methods
Oct 16	P&B Ch. 4 Making Questions	Visual presentations and making graphs
Oct 18	Quiz on Ch. 4	Visual presentations and making graphs
Oct 23	P&B Ch. 5	ASI data analyses
Oct 25	P&B Ch. 5	ASI data analyses
Oct 30	Quiz on Ch. 5; Making a poster	ASI analyses and posters
Nov 1	Overview Chs. 6-9	ASI analyses and posters
Nov 6	P&B Ch. 6	ASI analyses and posters
Nov 8	P&B Ch. 7	ASI analyses and posters
Nov 13	Quiz on Chs. 6-7	ASI analyses, posters, & writing
Nov 15	Critical readings: Types of designs	ASI analyses, posters, & writing
Nov 20	Peer & Instructor Tutoring: Results	Peer & Instructor Tutoring: Results (con't)
Nov 22	Thanksgiving	Break
Nov 27	P&B Chs. 8- 9	ASI paper writing and revising
Nov 29	Quiz on Chs. 8-9	ASI paper writing and revising
Dec 4	Presentations of ASI posters	Open lab for writing
Dec 6	Presentations of ASI posters	Open lab for writing
Dec 11	Final ASI Project Paper due before 4:30 PM	

Contents and Grading Point Values for Each APA-style Project from Lab

	<i>ASI proposal</i>	<i>Second Draft Methods</i>	<i>Second Draft Results</i>	<i>ASI poster presentation</i>	<i>ASI paper</i>
Abstract				Person 1	6
Introduction				Person 1	
Lit Review	6			Person 1	4
Hypothesis(es)	4			Person 1	6
Method				Person 2	
Participants		2		Person 2	4
Materials	4	6		Person 2	8
Procedure		2		Person 2	8
Results	2 -- describe analysis plan		15	Person 3	20
Includes a table			yes	Person 3	yes
Includes a figure			yes	Person 3	yes
Discussion				Person 4	6
References	2			Person 4	4
APA style	2	can lose points	can lose points	Everyone	14
Includes title page	yes	yes	no		yes
TOTAL	20	10	15	30 (+16)	80

Abstract

Your summary of the study is complete, containing key information from each section of the paper.

Introduction: Quality of literature review

You need to describe and cite research supportive of the hypotheses you propose. This does not necessarily mean citing everything you read; rather, citing relevant literature.

Introduction: Hypothesis development

You make a logical argument that leads up to the proposal of your clearly stated hypotheses.

Method: Participants

You describe your participants (number, relevant demographic characteristics).

Method: Materials

You fully describe the materials you used, giving pertinent information about standard scales, so that a reader could check your citations and use your descriptions to full re-create your materials. Any coding schemes are fully detailed.

Method: Procedure

(Design section is optional—outlines design of study)

Step-by-step description of how participants were recruited and what they encountered in your study.

Results

Appropriate statistics used, appropriate data displays (e.g., tables and figures), and analyses follow in logical order as dictated by your hypotheses.

Discussion

Brings the paper full-circle back to the hypotheses and relevant literature speculating about unsupported hypotheses, directions for future research, and implications for further scale development and usage.

References

Complete and in APA format.

Conformity to APA format, writing, & grammar

All sections included, running head, title page, double spaced, headers, page numbers, etc.

Schedule of Assignments and Tracking Your Grade

Date	Assignments	Possible Points	Your Points
Aug 30	*Homework: Glick & Fiske (2001) due Thursday before midnight	12	
Sept 6	*Homework: APA Style Worksheet due Thursday by 4 PM	15	
Sept 16	*Homework: ASI Project Bibliography due Sunday before midnight	15	
Sept 20	Quiz	20	
Sept 25	<i>Tuesday Lab</i> Groups present their ASI Project in lab (PowerPoint)	16 or**	
Sept 26	ASI: <i>Tuesday Lab's</i> Proposal due Wednesday by noon	20 or	
Sept 27	<i>Thursday Lab</i> Groups present their ASI Project in lab (PowerPoint)	16**	
Sept 28	ASI: <i>Thursday Lab's</i> Proposal due Friday by noon	20	
Oct 3	ASI: <i>Tuesday Lab's</i> Survey Materials due Wednesday by noon		
Oct 4	Quiz	20	
Oct 5	ASI: <i>Thursday Lab's</i> Survey Materials due Friday by noon		
Oct 9	ASI: <i>Tuesday Lab's</i> Methods First Draft due by 4 PM	(3)***	
Oct 11	ASI: <i>Thursday Lab's</i> Methods First Draft due by 4 PM	(3)***	
Oct 14	ASI: Graded Methods Second Draft due Sunday before midnight	10	
Oct 18	Quiz	20	
Oct 19	Homework: Data Collection for ASI Projects complete by midnight	15	
Oct 25	*Critical Reading: Fisher (2006) due before midnight	12	
Oct 30	Quiz	20	
Nov 1	*Critical Reading: Glick, Fiske et al. (2000) due before midnight	12	
Nov 8	*Critical Reading: Connelly & Heesacker due before midnight	12	
Nov 13	Quiz	20	
Nov 18	*ASI: Poster due on Sunday before midnight	30	
Nov 20	ASI: <i>Both Labs' Results</i> First Draft due before class	(3)***	
Nov 25	ASI: Graded Results Second Draft due Sunday before midnight	15	
Nov 29	Quiz	20	
Dec 4	ASI: Poster presentation (includes BOTH lab sections)	16 or	
Dec 6	ASI: Poster presentation (includes BOTH lab sections)	16	
Dec 11	ASI: Final Paper due Tuesday by 4 PM	80	
	TOTAL POINTS	400	

* *See materials in Springboard.*

** To be eligible for proposal presentation points, a good-faith first draft of your individually written proposal must be in the appropriate dropbox by 4 PM of the presentation date

*** Eligible for 3 extra credit points if a good-faith draft is in appropriate dropbox before lab and the author completes peer review in lab.