



Introduction to Experimental Psychology

PSYC 3750: 220
Spring 2014
Syllabus



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<u>Office:</u> 313 College of Arts & Sciences	<u>Office:</u> 393 College of Arts & Sciences
<u>Office Hours:</u> Friday 2:00-4:00pm and by appt	<u>Office Hours:</u> Tuesday & Thursday, 2-3pm
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Follow the psychology department on Twitter ([@zipspych](#)) to get the latest news, deadlines, and information!

E-mail is the absolute best way to get in contact with me. Please do NOT simply leave me a voicemail and expect me to get back to you without also sending me an e-mail. I will do my best to respond to your e-mail within 24 hours, but an immediate response is not guaranteed; **I may not reply to e-mails sent after 5pm until the next day.**

Course Location and Time:

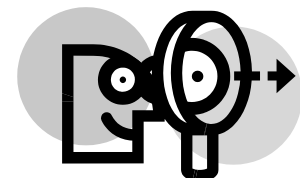
Lecture	Lab
144 Business Administration Building Tuesday & Thursday 9:55am-11:35am	319 College of Arts & Sciences <u>Section 011:</u> Tuesday 12:05pm-12:55pm <u>Section 012:</u> Thursday 12:05pm-12:55pm

Course Description

"If we knew what it was we were doing, it would not be called research, would it?"
—Albert Einstein

"...my pet thesis [is] that most scientists tend to understand little more about science than fish about hydrodynamics"
—Imre Lakatos

Psychology 220: Introduction to Experimental Psychology is designed to introduce you to the basic concepts, methods and foundations of scientific inquiry. Although we will be focusing on the application of this content for conducting and evaluating psychological research, the knowledge you will develop during this course is intended to improve your overall skill and ability to critically think, make predictions, develop answers, and interpret conclusions about any observations relevant to human behavior, emotions, and cognition. We will accomplish this by focusing on topics such as inquiry and causality, measurement, and research design, among others. For those of you who hope to pursue advanced education and/or a career related to psychology, this course will serve as a foundation for the content areas of those domains. For others, this course will make you better consumers of research and better equipped to understand, communicate about, and interpret scientific results.



Course Goals

As individuals interested in contributing to new knowledge of psychological experiences or applying that knowledge to solve real-world problems, this course will present you with the tools needed to answer the central question that all social scientific research is concerned with:

“How can we learn about people and events in a way that reliably and accurately improves our understanding of human beings and the manner in which they function?”



To this end, I have two goals for this course:

1. *I want to introduce you to the fundamentals needed to generate, conduct, and evaluate psychological research.* We will accomplish this by focusing our lectures on the two most important foundations of good science—research design and measurement.
2. *I want to improve your capability to generate and become a knowledgeable consumer of psychological research.* We will accomplish this by actively engaging in learning activities, assignments, and discussions designed to provide you with an opportunity to try out many of the concepts covered in this course.

Course Objectives and Example Learning Objectives

- *You will learn about why we do research and the foundational components of conducting valid research.*
 - a. Given questions about the elements of research, such as “What factors define a productive theory?” you will be able to choose the most accurate factual answer.
- *You will learn about considerations that must be accounted for when designing research to ensure it is ethical and valid.*
 - a. Given a description of a proposed research study, you will be able to identify any ethical concerns and threats to construct, internal, and external validity.
- *You will learn about how to formulate, evaluate, and interpret theories of human behavior.*
 - a. Given questions about the criteria of “good” theories, you will be able to identify the most accurate factual statements.
- *You will learn about the strengths, weaknesses and rationales behind popular research methodologies and designs.*
 - a. Given questions about the elements of research methodology, such as “What is the primary difference between randomized and nonrandomized designs?” you will be able to choose the most accurate factual answer.
- *You will learn about what makes a psychological measure reliable, valid, and generalizable.*
 - a. Given questions regarding the properties of measurement, such as “What does the reliability of a measure tell you?” you will be able to choose the most accurate factual answer.
- *You will learn how to critically evaluate and interpret both your own original research and published research.*
 - a. You will develop your technical writing skills by completing written assignments/reports related to psychological research.

Course Resources

- **Recommended Text**

Bordens, K.S., & Abbott, B.B. (2014). *Research design and methods: A process approach*. (9th ed.). New York, NY: McGraw-Hill.

The textbook for this course is written for upper level undergraduate/early graduate students in the social sciences. The content can be challenging to wade through, but if you are planning to pursue future educational or practical applications requiring knowledge about research design and measurement, I would strongly encourage you to keep this textbook as a reference guide.

- **Supplementary Reading**

We may have assigned readings from sources other than the required textbook; most of these are already indicated on your Course Schedule, though I reserve the right to assign additional readings. **These readings ARE required and will be made available to you on Springboard.** If accessing these

documents off the website will be difficult for you (i.e., don't have easy access to a computer or printer), please let me know at least 2 class period BEFORE the readings are assigned and I will provide you with paper copies of the readings.



- **Course Notes**

I know that many of you are used to downloading PowerPoint slides to follow along with in class or as a substitute for going to class (I was an undergraduate once upon a time too, I know how it is...). However, I don't believe that the passive process of simply following along with my slides as I read to you is an effective way to learn anything, much less experimental research methods.

To best learn in this class, you need to be actively engaged and attentive during lectures; and as many studies have shown, one of the best ways to do that is by taking notes old school—paper & pencil style (gasp!). However, fear not! To aid your notetaking, I will be providing you with a structured, easy to follow outline **every** lecture period that I encourage you to use to take notes with in class. Note that the outline itself will NOT contain any of the specific information presented in lectures nor will it be enough on its own to understand the lecture material and do well on the tests. They are meant to provide you with an organized guide for taking notes and **REQUIRES THAT YOU COME TO CLASS TO FILL OUT. I will make the guided notes for each lecture available on Springboard and will attempt to bring paper copies of these to each class that you will need them, and I expect you to use the guided notes in this course.** If accessing these documents off the website will be difficult for you (i.e., don't have easy access to a computer or printer), please let me know as soon as possible and I will attempt to make alternative arrangements. If you miss class, please try to find a student you trust in the class to fill you in with the notes you missed—I will NOT be supplying you with notes or lectures missed for unexcused and/or undocumented reasons.

- **Course Website**

I will be using Springboard to store and make available to you a number of important class documents. There you will find copies of this syllabus, the course schedule, the guided notes, and other materials as needed during the semester. Additionally, you will be able to see your current grade in the class on the website. Please let me know immediately if you have or foresee having troubles accessing the website regularly.

- **Other Resources**

Below is a list of resources outside of this course that you may also find useful:

- Office of Accessibility. If you need special assistance for this course because of a disability, please contact the Office of Accessibility to establish reasonable accommodations. More information can be found at www.uakron.edu/access or by calling (330) 972-7928 (TDD: 330-972-5764).
- Study Skills Center. The Study Skills Center is staffed with faculty tutors to assist students in the areas of reading comprehension, test taking, vocabulary improvement, memory enhancement, and a wide range of study strategies. Students receive personalized one-to-one instruction in a relaxed and comfortable environment. Appointments can be made by calling 330-972-7046 or stopping by the check-in area outside Polsky 332. Advance appointments are suggested, but drop-in appointments are available on a first-come, first-served basis. The Study Skills Center is open Monday through Thursday (9am – 5pm), and Friday (9am – 3pm)
- Writing Lab. Assists students with brainstorming, drafting, revising, and editing writing for courses across multiple disciplines. More information about services and scheduling appointments can be found at <http://www.uakron.edu/tutoring/bwc/index.dot> or <http://www.uakron.edu/summitcollege/future-students/tutoring-study-tips/writing-lab.dot>.

Course Expectations

Instructor Responsibilities

As your instructor, my responsibilities to you are to:

- Help you learn definitions, concepts, and techniques integral to conducting and evaluating psychological research through lecture and lab applications.
- Convey accurate information and examples about psychological research design, methods, and measurement and how they apply to real-world situations and problems.
- Help you succeed and achieve your goals in this class by providing timely feedback and guidance through the course materials

I believe that every student can learn, but I'm also aware that everyone has different goals and learning styles. If you are having troubles learning the way I teach, please speak with me. I will do what I can, within reason, to teach the way you learn.

Student Responsibilities

As a participative learner in this class, I expect you to:

- **Attend class regularly and read the assigned materials** before the beginning of class. Note that attending both lecture AND lab is *crucial* to your success in this course—LABS ARE NOT OPTIONAL.
- **Plan to spend at least 1-2 hours outside of class for every hour we have in class.** I understand that each of you have a variety of other responsibilities and obligations beyond this class. However, we will be covering a lot material over the duration of this course—which means you will be immeasurably more successful if you keep up with the coursework and put in the extra effort to learn what we cover in class.
- **Be courteous and respectful to your classmates and me during class.** Showing respect for all people in our class promotes a healthy learning environment. I encourage participation in this class, and as such, many people will be making comments related to the material. At no time is it acceptable for anyone to be mimicked, embarrassed, intimidated, or mistreated by anybody in this class for any reason.
- **Turn OFF your cell phones during class.** Also, if you wish to bring a laptop to class, I ask that you sit near the back of the class so that you will not be distracting other

students sitting behind you; additionally, you should not be using your laptop to check e-mail, update your Facebook status, or catch up on your Twitter feeds.

- **Arrive to class on time and do not leave class early.** If you must leave early or arrive late, please let me know ahead of time and sit somewhere where you can leave (or arrive) with the least amount of disruption.
- **Ask questions and/or for help when you need it.** Bring me your questions! I find the content we cover in this class very interesting, and genuinely want each of you to succeed in this class. If you're confused during class, *chances are that other people are too* and you will be doing us all a favor by bringing it to my attention. When you have a question to ask during class, please raise your hand and wait to be called on. If you feel uncomfortable asking questions during class, don't hesitate to contact me before/after class, during my office hours, or through e-mail.
- **Talk to me if you feel that I am being unfair in my expectations, policies, or grading.** You may wish to refer to your rights and responsibilities as a student should a conflict occur (available online at <http://www.uakron.edu/ogc/UniversityRules/pdf/42-01.pdf>). However, I think that you will find that I do my best to be fair and reasonable if you come to me with a legitimate complaint or problem.
- **Let me know as soon as possible if outside circumstances are impacting your participation in class.** Life happens! If you become seriously ill, experience the death of a loved one, or have a life altering experience that is negatively influencing your participation in our class, please contact me as soon as possible so we can discuss your options. If emergencies arise that require an absence from a session, be sure to get the notes and other information that was covered in class from a student you trust.

These course rules and my expectations for you are non-negotiable. The rules as laid out in this syllabus, the content of the exams, the content of the lectures, and the calculation of the grade you earn are not a starting point for negotiations. While I am always willing to work with you on an individual basis, I cannot negotiate individual terms with each person in the class.

Keys to Success in this Course

1. Come to lecture and lab *every single day*. The material in this course tends to build on itself, so missing a class can and probably will confuse you later down the road.
2. Use the guided notes to study for your quizzes and exams. When completed, the guided notes will serve as the most valuable study guide you can have for this course.
3. *Pay attention to the learning objectives provided for every lecture.* ALL the items on the exams and quizzes are written directly from the learning objectives, so there should be no surprises when it comes to what content will be included on the exams/quizzes.
4. Review your notes from previous lectures and do your reading assignments before every class. **It will take several exposures to the material before it begins to sink in—trust me.** You will find that your understanding of lectures and your performance in the class will be greatly improved if you are prepared ahead of time. A VERY effective method for studying for this class is to identify the sections in your guided notes that correspond with the learning objectives for each lecture and make sure that you know that content very well.
5. The time to be concerned about your grade is in the first fifteen weeks, not in the last week. I will provide you with your grades on Springboard, but it is your responsibility to monitor them. If you feel like you are falling behind, the sooner you come and see me the better!



Course Evaluation

Quizzes (10% of your total grade)

- There will be 12 pop quizzes given over the course of the semester each worth 5 points.
- Only your 10 best quiz scores count towards your final grade.
- Quizzes will cover material from recent lectures and/or assigned readings.
- Each quiz will consist of 5 multiple choice questions (1 point each) plus one bonus question.
- ***IMPORTANT: NO make-up quizzes will be given for any reason; if you miss a quiz, you will receive zero points for that quiz. Note that you can miss two quizzes without penalty.***

Exams (45% of your total grade)

- There will be three (3) non-cumulative exams each worth 75 points.
- The exams will consist of multiple-choice questions, matching, and short answer questions.
- The exams will cover material from lectures, assigned readings, and lab sections.
- *The dates of your exams can be found on the course schedule.* Exam 1 (**Tuesday, February 20, 2014**) and Exam 2 (**Tuesday, April 1, 2014**) will take place during normally scheduled class hours. Exam 3 will take place during finals week on **Thursday, May 8, 2014 from 12:00pm – 1:55pm** in accordance with the University's schedule for final examinations.
- ***IMPORTANT:*** Make-up exams will NOT be given unless there are extreme circumstances or a documented, university approved absence. ***If you miss an exam, you will receive zero points for that exam.*** If you know you will miss an exam due to an unavoidable conflict, you need to let me know ahead of time.

Lab Assignments (15% of your total grade)

- There will be thirteen (13) lab assignments each worth 6 points PLUS a required course survey worth 3 points.
- Only your twelve (12) best lab assignments count towards your final grade.
- I have tried to design the lab assignments to take ~30mins – 1 hour to complete. ***Unless otherwise notified, lab assignments will always be due by 8pm the next day.*** Thus, if your lab sessions are on Tuesdays (section 011), assignments will be due by 8pm on Wednesday; similarly, if your lab sessions are on Thursdays (section 012), assignments will be due by 8pm on Friday.
- Unless otherwise notified, you will upload your lab assignments to the Springboard page for your LAB section (not LECTURE). If there is a problem with the upload (i.e., I can't open it, document is blank/corrupted, etc.) you will receive **ONE free pass for the entire semester** where I will allow you to resubmit the lab assignment to me with no penalty. After that, I reserve the right to NOT accept future assignments where I cannot access the attachment.
- ***IMPORTANT: If you do not come to lab, you cannot complete the assignment. If you do not turn an assignment in before 8pm the day after it is assigned, you will receive zero points for that lab***—late lab assignments will NOT be accepted unless there are extreme circumstances. *Note that you can miss one lab assignment without penalty.*

Writing Assignments (30% of your total grade)

- There will be six (6) writing assignments over the course of the semester each worth 30 points.
- Only your five (5) best writing assignment grades will count towards your final grade.
- The writing assignments will be short papers, activities, or tasks that will require you to apply what you have learned in the course; further details about each assignment will be provided later.
- ***ALL written assignments are to be completed individually unless otherwise indicated.***
- You will generally have at least one week to complete the application assignment from the time it is assigned in class.

- Although each writing assignment will differ, you can expect each to be roughly equivalent in their requirements (i.e., approximately 2-3 page written document, etc.).
- Unless otherwise notified, you will upload your lab assignments to the Springboard page for this course. If there is a problem with the upload (i.e., I can't open it, document is blank/corrupted, etc.) you will receive **ONE free pass for the entire semester** where I will allow you to resubmit the writing assignment to me with no penalty. After that, I reserve the right to NOT accept future assignments where I cannot access the attachment.
- **IMPORTANT:** I will NOT accept late assignments unless there are extreme circumstances. **If you do not turn a writing assignment on time, you will receive zero points.** You may always turn the assignment in ahead of time. *Note that you can miss one writing assignment without penalty.*

Course Grading

Your final grade is based on the total number of points you earn on the quizzes, exams, and application assignments according to the following table:

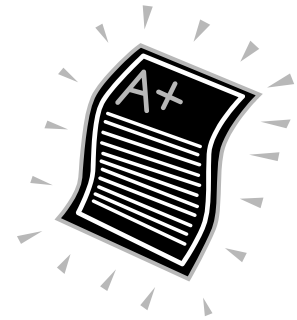
Assignment/Exam	Total Points	Percentage of Final Grade
Quizzes (10 x 5 points each)	50	10%
Exams (3 x 75 points each)	225	45%
Written Assignments (5 x 30 points each)	150	30%
Lab Assignments (12 x 6 points each + course survey)	75	15%
Total	500	100%

The table below will be used to assign your course grades based on the 500 point maximum. If you accumulate the total points listed below, you are *guaranteed that grade in the course*. Total points get rounded to the nearest whole number (e.g., 449.4 is 449 but 449.5 is 450). Imagine you are the professor assigning grades—you have to draw the lines somewhere, and someone is always going to be just below the lines.

Final Grade Conversions		
Number of points	Percentage	Grade
465 or above	93%-100%	A
450 – 464	90%-92.9%	A-
435 – 449	87%-89.9%	B+
415 – 434	83%-86.9%	B
400 – 414	80%-82.9%	B-
385 – 399	77%-79.9%	C+
365 – 384	73%-76.9%	C
350 – 364	70%-72.9%	C-
335 – 349	67%-69.9%	D+
315 – 334	63%-66.9%	D
300 – 314	60%-62.9%	D-
299 or less	0%-59.9%	F

My Grading Policy

I will do my best to have your coursework graded and returned to you as quickly as possible, but please understand that there are a lot of you and only two of us. I will try to return your writing assignments back to you within a week after their due date.



Extra Credit

You will have the opportunity to earn up to **15 additional** extra credit points on your final grade. Extra credit can **ONLY** be earned through:

- Research participation through the Psychology department HPR. Note that you **MUST register** with the HPR in order to participate in research for extra credit (even if you have already registered in a previous semester). Information about how to register, access, and participate through the HPR can be found on this course's Springboard page.
- Complete a 2-page critique of up to **three** empirical journal articles approved by me (each summary is worth up to 5 extra credit points). The articles must be approved by me before you complete them. Critiques should cover a thoughtful examination of the study's purpose, method, and results. If you intend to do an article critique for extra credit, **you MUST inform me by Tuesday, April 29, 2014**. The final day to turn in a critique for extra credit is **Monday, May 5, 2014**.

Course Rules and Policies

- Academic Honesty:
Article 3359-41-01.D.1 of the Code of Student Conduct states that "Academic misconduct is any activity that compromises the academic integrity of the student and university, and undermines the educational process." Consequently, you as students share with me the responsibility for maintaining the integrity of scholarship, grades, and professional standards in this course. (See *Code of Student Conduct* at www.uakron.edu/sja/code-of-conduct.dot)

Therefore, unless authorized by me, you are expected to complete all course assignments, including assignments, exams, and quizzes, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate The University of Akron rules and policies may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Examples of cheating in this course include:

1. Claiming or submitting academic work of another's as one's own
2. Obtaining, providing, accepting, or using any materials containing questions or answers to any exam or assignment without instructor authorization
3. Completing or attempting to complete any assignment or exam for another individual without instructor authorization
4. Allowing any examination or assignment to be completed for oneself, in part or in total, by another without instructor authorization
5. Altering, tampering with, stealing, destroying, or otherwise interfering with the research, resources, or other academic work of another person
6. Fabricating or falsifying data or results
7. Helping another student to commit cheating by intentionally failing to report an observed instance of academic dishonesty
8. Cheating on any exam, quiz, or writing assignment

- Plagiarism
According to the Office of Student Conduct Academic Dishonesty guide, plagiarism involves "Submission of an assignment as the student's original work that is entirely or partly the work of another person."

You MUST write all papers and assignments for this class in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly. It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In sum, when writing papers/assignments, *please be careful*. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

- Disruptive Behavior:
Student behavior in the classroom should be conducive to the teaching and learning process for all concerned. All students have a right to scholarly relationships with faculty based on mutual trust and civility. The Code of Student Conduct generally defines disruptive activities as "Behavior that the student knew or reasonably should have known would cause a disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities." Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judiciary Affairs process.
- Harassment
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.
- Recording and Course Material Policy:
It is the policy of the Department of Psychology at The University of Akron that audio and/or video recording by students or others of lectures or classroom discussions of any kind shall be done only with the prior express permission of the instructor; and further, that recordings and material distributed by the instructor shall be restricted to the personal use of students duly registered in the course and shall not be sold or redistributed in any manner whatsoever without the written permission of the instructor.
- Accommodations for Students with Disabilities:
Any student who feels she/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928. The office is located in Simmons Hall Room 105.
- Course Drops and Adds:
Students whose names do not appear on the university's official class list by **Monday, January 27, 2014** will not be permitted to participate (attend class, take exams, or receive credit). The last day to drop this course with no grade or withdrawal reported is **Monday, January 27, 2014**. The last day to drop this course with no refund and no grade reported is **Monday, March 3, 2014**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Note that a new withdrawal policy went into effect beginning the Fall 2011; please see the notice provided at <http://www.uakron.edu/dotAsset/8396a776-f025-487c-980e-ccb99028829.pdf> for complete information:

- All students can drop courses up through the last published day to drop online via My Akron – no signatures are needed and the courses will not appear on their academic record.
- After the last published day to drop through midnight Sunday of the 7th week of the semester (or proportionally equivalent dates during summer session, intersession, or other course terms), students can withdraw from courses online via My Akron – no signatures needed. A WD appears on the academic record.
- No withdrawals after the last day to withdraw from classes are permitted.

In addition the following applies to new freshmen/transfer students effective Fall 2011 and to undergraduate continuing students effective Fall 2013:

- Only two WDs (withdrawals after 14th day) are permitted as a freshman (freshman status is 0-32 earned credits). A service indicator will be placed on the student's record to prevent registration changes after the second WD as a freshman until the student sees his/her academic adviser (Service indicator is removed by his/her adviser).
 - Only two WDs (withdrawals after 14th day) are permitted as a sophomore (sophomore status is 33-64 earned credits). A service indicator will be placed on the student's record to prevent registration changes after the second WD as a sophomore until the student sees his/her academic adviser (Service indicator is removed by his/her adviser).
 - The number of WD attempts is not cumulative across freshmen/sophomore levels—the limits are mutually exclusive (you can't have 1 WD as a freshman and get 3 WDs as a sophomore).
 - When the student reaches junior/senior status, withdrawing from different courses is not monitored. You may not, however, withdraw from the same course more than twice during your entire undergraduate career—impacts new freshmen/transfers fall 2011 and impacts all freshmen, sophomores, juniors and seniors effective Fall 2013.
 - Full-time students who wish to withdraw from all courses must obtain permission of the dean of their college.
 - Undergraduate students who have reached the limits as noted may submit a petition to the dean of their college seeking permission for additional withdrawals.
 - Undergraduate students may also petition the dean of their college requesting that courses not be counted toward the course withdrawal limits noted above.
- Class Attendance:
Documented attendance records will not be taken for this course, though students are expected to attend every class session. Because examinations are based on materials covered in classes and in the book, class attendance is paramount to your success in this course. Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four scheduled class sessions may be dropped from the course.

Course Schedule (Subject to Change)

Dates		Topic	Reading	Assignment Due Dates
Week 1				
1/14	T	Syllabus & Introduction to Course		Lab Data Survey
1/16	Th	Science of Psychology	Chapter 1	
--	T/Th	NO LAB		
Week 2				
1/21	T	Theory, Hypotheses, & Variables	Chapter 2	
1/23	Th	Scientific Method & The Research Process	Supp. 1, 2, & 3	
Lab 1	T/Th	<i>Searching & Reading Scientific Literature</i>	Chapter 3	
Week 3				
1/28	T	Interpreting Causality		
1/30	Th	Research Ethics	Chapter 7	Writing Assignment #1 (Fri, 2/1)
Lab 2	T/Th	<i>Generating Research Ideas</i>		
Week 4				
2/4	T	Fundamentals of Sampling	Chapter 6 Chapter 9 (p.275-285)	
2/6	Th	Experience Sampling	Supp. 4	
Lab 3	T/Th	<i>Ethics & IRB</i>		
Week 5				
2/11	T	Technical Writing & APA Style	Chapter 16	
2/13	Th	Catch-up / Review		Writing Assignment #2 (Fri, 2/14)
Lab 4	T/Th	<i>Norms & Representativeness</i>		
Week 6				
2/18	T	President's Day Observance – NO CLASS		
2/20	Th	EXAM 1		
--	T/Th	NO LAB		
Week 7				
2/25	T	Reliability	Chapter 5 (p.126-144) Chapter 9 (p.272-275)	
2/27	Th	Reliability & Validity	Chapter 5 (p.126-144) Chapter 9 (p.274-275)	
Lab 5	T/Th	<i>Introduction to SPSS</i>		
Week 8				
3/4	T	Validity	Chapter 5 (p.126-144) Chapter 9 (p.274-275)	
3/6	Th	Modes of Measurement	Chapter 5 (p.123-126) Chapter 9 (p.256-272)	
Lab 6	T/Th	<i>SPSS: Descriptive Statistics</i>		
Week 9				
3/11	T	Item & Scale Development	Chapter 5 (p.123-126) Chapter 9 (p.256-272)	
3/13	Th	Making Predictions: NHST Approach	Chapter 14 (p.424-446)	Writing Assignment #3 (Fri, 3/14)
Lab 7	T/Th	<i>SPSS: Reliability & Validity Coefficients</i>		

Week 10				
3/18	T	Making Predictions: Bayesian Approach		
3/20	Th	Catch-up / Review		
Lab 8	T/Th	SPSS: <i>Factor Analysis</i>		
Week 11				
3/25	T	Spring Break – NO CLASS		
3/27	Th	Spring Break – NO CLASS		
--	T/Th	Spring Break – NO LAB		
Week 12				
4/1	T	EXAM 2		
4/3	Th	Introduction to Lab Research	Chapter 4	
Lab 9	T/Th	<i>Work on Writing Assignment #4</i>		
Week 13				
4/8	T	Random Assignment	Supp. 5	Writing Assignment #4 (Mon, 4/7)
4/10	Th	Non-random Assignment	Supp. 6	
Lab 10	T/Th	<i>SPSS: T-test & Effect Size</i>		
Week 14				
4/15	T	Experimental Designs & Threats to Validity	Chapter 10	
4/17	Th	Experimental Designs & Threats to Validity	Chapter 11	
Lab 11	T/Th	<i>Random Assignment, Blocked Designs</i>		
Week 15				
4/22	T	Complex & Alternative Designs	Chapter 10 (p. 314-320) Chapter 12 (p.353-377)	
4/24	Th	Complex & Alternative Designs	Chapter 10 (p. 314-320) Chapter 12 (p.353-377)	Writing Assignment #5 (Fri, 4/25)
Lab 12	T/Th	<i>Deciding on Research Design</i>		
Week 16				
4/29	T	Qualitative Research		
5/1	Th	Catch-up / Review		
Lab 13	T/Th	<i>SPSS: ANOVA</i>		
Finals Week				
5/8	Th	EXAM 3 (12pm-1:55pm)		Writing Assignment #6 (Wed, 5/7)