

**Psychology 242**  
**Introduction to Research in Psychology**  
 BL1 (12128): MW 10:00 AM – 10:50 AM  
 Lecture Center D1

**Eric W. Gobel, Ph.D.**  
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**Office:** BSB 2056C

**Office Hours:** Mon 11:00 AM – 12:00 PM (BSB 2056C)  
 Thu 2:30 PM – 3:30 PM (SELE 3069)  
 or by appointment

| Teaching Assistants     | Email            | Office   | Office Hours      |
|-------------------------|------------------|----------|-------------------|
| Josh Buffington         | bffngtn2@uic.edu | BSB 1079 | Your TA is        |
| Avital (Tali) Ness-Cohn | nesscoh1@uic.edu | BSB B143 | available to meet |
| Felix Pambuccian        | fpambu2@uic.edu  | BSB 1079 | by appointment    |

Please include both “242” and a **brief description** in the **subject line** of all course-related emails.

| Friday Discussion Sections       | Location          | TA     |
|----------------------------------|-------------------|--------|
| BD4 (12090): 8:00 AM – 8:50 AM   | SH 203            | Felix* |
| BD8 (12123): 12:00 PM – 12:50 PM | Lecture Center A2 | Felix* |
| BD9 (12124): 1:00 PM – 1:50 PM   | Lecture Center A3 | Felix* |
| BD1 (32983): 2:00 PM – 2:50 PM   | TH 207            | Josh   |
| BD2 (32984): 3:00 PM – 3:50 PM   | ETMSW 2219        | Josh   |
| BD5 (12085): 4:00 PM – 4:50 PM   | SH 220            | Tali   |

\*Tali will grade exams for students in these discussion sections.

### Course Description

Introduction to the scientific methods of psychology research, including research designs, measurement, reliability and validity, descriptive statistics, sampling techniques, and principles of experimental design. Emphasis on evaluating the validity of research-based claims about behavior. Exercises involve research participation, data collection, and critical analysis. 3 credit hours. *Prerequisite: Grade of C or better in PSCH 100.*

### Course Objectives

By the end of the course, you will be able to:

1. explain the scientific approach and distinguish among different types of research designs.
2. complete research ethics training to become certified for conducting research.
3. measure variables using multiple techniques and discuss issues related to measurement.
4. summarize and visualize data using descriptive statistics and graphing techniques.
5. describe various sampling techniques and discuss issues related to generalization.
6. distinguish among various types of experimental designs and choose the design most appropriate for a given situation.
7. draw sound conclusions based on the design and results of a psychological research study.
8. formulate a psychological hypothesis and design a research study to test that hypothesis.
9. critically evaluate research-based claims about behavior, as reported in diverse sources such as the popular press, advertisements, online media, and academic journals.

## Materials

### Required Textbook

Morling, B. (2014). *Research methods in psychology: Evaluating a world of information* (2nd ed.). New York, NY: W. W. Norton & Company. ISBN: 978-0-393-93693-3 (paperback), 978-0-393-90610-3 (looseleaf).

Electronic versions of this textbook are also available at several sites, including:

- <http://books.wwnorton.com/books/webad.aspx?id=4294990345> or
- <https://www.vitalsource.com/products/research-methods-in-psychology-evaluating-a-world-beth-morling-v9780393269437>
- [http://www.amazon.com/Research-Methods-Psychology-Evaluating-Information-ebook/dp/B00SLB5NWU/ref=mt\\_kindle](http://www.amazon.com/Research-Methods-Psychology-Evaluating-Information-ebook/dp/B00SLB5NWU/ref=mt_kindle) (includes a free preview of the first 30 pages).

Note: It is essential that you use the 2nd edition of this textbook due to numerous improvements and other changes from the previous edition.

***This course will be partially “flipped” – thereby making the optimum use of class time with more active learning opportunities. This places an even greater importance on preparing for class through doing your reading assignments and watching pre-lecture videos. Since it is so vital that you read the textbook before class, I have placed two copies of the textbook on reserve in the Daley Library for use by those of you who are unable to obtain a personal copy.***

### i>clicker Student Response System (Clickers)

We will be using the current UIC standard for student response systems (clickers), the **i>clicker platform**. An **i>clicker 2 remote** is required for in-class participation in this course. The i>clicker technology is a response system that allows you to respond to questions posed during class, helping me to understand what you know and giving everyone a chance to participate in class. You will earn participation and performance points based on that feedback and/or your in-class participation.

You may already have an **i>clicker 2 remote** from a previous course. If not, remotes are available for purchase from the UIC Bookstore or at various sites online. Instructions for using the i>clicker remote can be found on the back of the remote. *The i>clicker 2 remote (with the LCD screen) is highly recommended. Use the original i>clicker and i>clicker + remotes, which provide little feedback about your votes being recorded, at your own risk.*

In order to receive your credit for participation with your i>clicker remote, you will need to **register your Remote ID for this course on Blackboard as soon as possible within the first two weeks of class**. To do this, simply click on the **i>clicker Remote Registration** link in the Course Menu of the Blackboard course site, type your i>clicker Remote ID in the text box, and click the **Submit** button. The 8-character Remote ID is the series of numbers and letters found below the barcode on the back of your i>clicker remote. More detailed information about i>clicker registration can be found by clicking on *More Help* at the top of the page. *Do not register your clicker on iclicker.com: if you do, I will not be able to match your responses with your name and you will not receive credit.*

***To ensure that you earn your participation points, be sure to bring your working i>clicker response device with you to every class session.*** It will be used every day in class, and you are responsible for bringing your i>clicker response device daily. The first two weeks of class will

be “practice” clicker sessions that do not count toward your course grade. Following each of these practice sessions, however, you should make sure that your clicker points are recorded in the **My Grades** area of Blackboard.

***It is your responsibility to make sure that your i>clicker response device is working properly, that you are using it appropriately, and that your clicker points are being recorded on Blackboard.*** Anyone found using an i>clicker response device unethically would ***lose all lecture participation points*** for the semester and may face additional disciplinary action.

If you need technical support for your i>clicker response device, please contact (866) 209-5698 or support@iclicker.com. The i>clicker website ([www.iclicker.com](http://www.iclicker.com)) also has support documentation, video tutorials, and FAQs for students.

### **Microsoft Office Software**

This course will require you to complete assignments using software in the Microsoft Office suite, such as Word, Excel, and/or PowerPoint. The on-campus computer labs will have this software installed, and you can download Microsoft Office 365 at no cost using your UIC account (see <http://accc.uic.edu/service/office-365>, with installation instructions at <http://dl.webstore.illinois.edu/docs/ii/office365uic.html>).

### **Course Website**

The Blackboard course website found at <https://uic.blackboard.com/> contains important course information and documents (including lecture slides in PDF format, pre-lecture videos and additional required readings, assignment instructions and materials, helpful resources, and any revisions to the course schedule) and will be used for electronic submission of assignments. ***You are responsible for all information and materials that are posted on Blackboard.***

### **Textbook Website**

Your textbook has a companion blog website, the “Everyday Research Methods Blog: Interrogating the Popular Press” at <http://www.everydayresearchmethods.com>. The author posts current examples of research methods concepts along with questions for thought.

## Assessment

### Course Requirements

Students will take four exams, complete six assignments, participate in discussion section activities, and actively participate during lecture using student response system technology:

**Exams (50%):** The *four exams* will consist of a mixture of multiple-choice/matching, short answer, and writing questions (requiring answers of several sentences in length). The exams are not *formally* cumulative, but you must master concepts from earlier in the course in order to understand later material. At the end of the semester, ***your lowest midterm exam score will be dropped***. Therefore, there will be ***no make-up exams***; a missed midterm exam will count as your drop. The ***Final Exam*** must be taken during finals week on the date and time designated by the final exam schedule and cannot be dropped. All exams will be in the lecture classroom.

**Assignments (25%):** There are a total of *six assignments* during the semester, designed to reinforce key concepts from lecture and discussion section activities. Detailed instructions and materials for each assignment will be posted on Blackboard. ***Late assignments submitted after the date indicated on the Course Schedule will not be accepted, and there are no drops.***

1. Intro Quiz (25 points)
2. CITI Training (25 points)
3. Science vs. Pseudoscience (50 points)
4. Questionnaire Research Exercise (50 points)
5. Psychological Science in the News (50 points)
6. Interrogating an Empirical Article (50 points)

**Discussion Section Participation (10%):** During each discussion section session, ***you can earn up to 10 discussion section points through active participation*** in activities that reinforce course material. Obviously, you can't participate in discussion section without physically being there, so ***it is critical that you regularly attend your Friday discussion section.***

***Your 10 highest discussion section participation scores will count toward your grade; the remaining scores will be dropped.*** *At the end of the semester*, you will receive a net discussion section participation grade consisting of your 10 highest scores. Your remaining discussion section participation scores will be dropped.

Note that while these drops are primarily intended as a buffer for days on which you absolutely must miss discussion section, you are still ***expected to attend all discussion section sessions*** (except in the case of an excused absence such as athletic team travel, illness, emergencies, etc.). The ***discussion section activities are designed to reinforce key concepts in the course***, so attending discussion section every week will also maximize your performance on assignments and exams.

***Exceptions will not be granted for missing discussion section***, as you can apply one of your drops if you absolutely must miss that day. In the event of an ***excused absence*** that is approved by your TA, it may be possible to make up participation scores for ***some*** activities (you must discuss these arrangements with your TA ***before*** the corresponding discussion section). However, if your schedule prohibits you from regularly attending discussion section, you should register for a different discussion section or take this course during a different semester.

**Active Lecture Participation (15%):** You can earn *clicker points* through active participation during each lecture session. Usually, this will be through the use of the i>clicker student response system (occasionally other activities or quizzes may be used). **Therefore, be sure to bring your i>clicker response device with you to every class session.**

**For each class session in which clicker points are available, you can earn up to 10 points** from answering a number of questions posed to the class and participating in activities. For those questions with a correct answer, you will earn one **performance point** for each question that you answer correctly. **Participation points** comprise the remainder of the 10 points, which you can earn from using your response device to actively participate in all clicker questions.

To maximize your clicker points, you should do the **assigned reading** and watch any **pre-lecture videos** before the corresponding class session and **actively pay attention** during class. Please note that **clicker questions based on the assigned reading/video will often be presented in class**; therefore, it is essential that you complete the assigned preparatory work before class.

You will accumulate clicker scores that count toward your course grade beginning in the third week of class. Of these, **your 15 highest clicker scores will count toward your grade; the remaining scores will be dropped.** *At the end of the semester*, you will receive a net clicker grade consisting of your 15 highest scores. Your remaining clicker scores will be dropped.

Note that while these drops can be used as a buffer for days on which you absolutely must miss class or have technical difficulties (e.g., forgot your response device, batteries died), you are **expected to attend all class sessions** (except in the case of an excused absence such as athletic team travel, illness, emergencies, etc.). **Regularly attending and participating in lecture will also maximize your performance on assignments and exams.**

There are an ample number of drops built into the course, so **please do not ask for a chance to make up clicker points – they cannot be made up for any reason, even for excused absences.** Therefore, if your schedule prohibits you from regularly attending class, you should take this course at a different time or during a different semester.

### Grading Scale

You will earn points from your performance on each of the course requirements:

|   |            |
|---|------------|
| Midterm Exams (two highest scores x 150 points each) .....                    | 300        |
| Final Exam.....   | 200        |
| Assignments .....   | 250        |
| Discussion Section (10 highest scores x 10 points each) .....                 | 100        |
| <u>Active Lecture Participation (15 highest scores x 10 points each).....</u> | <u>150</u> |
| Total Points Available .....  | 1000       |

Based on the total number of points you have earned at the end of the semester, the grading scale shown below will be used to assign letter grades in this course:

| Letter Grade   | A            | B            | C            | D            | F |
|----------------|--------------|--------------|--------------|--------------|---|
| Minimum Points | 900<br>(90%) | 800<br>(80%) | 700<br>(70%) | 600<br>(60%) | 0 |

## Course Policies

### Expectations

It is expected that you will:

- **Be prepared** for every class session
  - Complete **reading assignments** and watch **assigned videos** prior to the corresponding class session
  - Show up on time to every class session
  - Bring your i>clicker response device to every class session and be ready to actively participate
- **Be respectful** of your classmates, Dr. Gobel, and the TA(s)
  - Avoid having side conversations during lecture
  - Only use your phone and laptop/tablet for course-related activities during class
  - **Wait until class is dismissed to pack up your materials**
- **Be accountable** for your learning
  - Submit all assignments on time
  - Ensure that all writing you submit is written clearly, is grammatically correct, and follows APA format and style (when applicable)
  - **Read all course emails thoroughly**

### Attendance Policy

It is the student's responsibility to **attend all class sessions on time** (except in the case of an excused absence). We will **begin class promptly at the course start time**. Participation points will be earned during class sessions, so attendance (and active participation) will have a direct effect on your course grade. In addition, your learning and performance in other aspects of the course will be maximized through your regular attendance.

### Policy on Late Assignments

It is expected that all assignments will be completed in full and turned in on time. **Late assignments will not be accepted.**

### Email Policy

As indicated above, you are **responsible for carefully reading all course-related emails** from Dr. Gobel and the TA(s). Therefore, be sure that you **check your UIC email regularly** and that you are able to receive emails sent through Blackboard.

When emailing Dr. Gobel and/or your TA(s), please **indicate the course number and a brief description of the issue in the subject line** of all course-related emails. Make sure the subject line reflects the topic of your email (therefore, do not simply reply to the most recent email from me unless its subject line is relevant to your email). If applicable, please also identify your **TA and discussion section time** in your email.

Before emailing, however, please check this Syllabus, the information posted on the Blackboard course site (including the FAQs section), and previous course emails to see if your question has already been answered. **We will reply to emails in a timely manner, but do not expect a response to a question that has already been answered.**

### **Appropriate Classroom Behavior**

College students are adults and I will grant you the respect that comes with that. Therefore, please behave like adults during class and follow these guidelines about appropriate classroom behavior. Appropriate classroom behavior is simply a matter of *respecting the rights of others* in class and *maximizing your own learning*.

Maintain focus on class material during lecture and discussion. *Research has shown that multitasking during class impairs your learning and performance*, not to mention that it may be disruptive or distracting to other students and is disrespectful to Dr. Gobel and your TA(s). The use of personal technology devices for course-related purposes is perfectly fine, but *please avoid using laptops, tablets, or cell phones for activities unrelated to class* except in extraordinary circumstances. *Minimize talking* with other students during class, except when directed to discuss as part of an activity.

It likely goes without saying, but please respect others and their opinions during classroom discussion, and *refrain from discriminatory or hateful speech*. Inappropriate and/or disruptive behavior may result in you being asked to leave the room so that you are not disrespecting others and interfering with the learning of other students.

Finally, *please do not pack up before being dismissed at the end of the class period*. It is extremely disruptive to other students and disrespectful to Dr. Gobel.

### **Disability Services**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact the DRC at 312-413-2183 (voice) or 312-413-0123 (TDD).

*If you require accommodations in this course due to documented disability, you must bring a letter from the DRC documenting the necessary accommodations and discuss these accommodations with Dr. Gobel (in person or by email) no later than the end of the second week of class or within one week of receiving new documentation.*

### **Religious Holidays**

If a course requirement conflicts with a religious holiday that you observe, please *let me know by the end of the second week of class and an appropriate accommodation will be made* (note that you can always submit an assignment early).

## Additional Information and Resources

### **Writing Center**

Tutors at the Writing Center can help you to organize and edit your writing. All students are welcome and encouraged to make an appointment to improve their writing. The optimum use is to *visit the Writing Center while preparing your draft of a writing assignment* and to make several visits. More information can be found at <http://www.uic.edu/depts/engl/writing/about/>

### **APA Style**

Most papers in psychology must be written in APA (American Psychological Association) format. *You are responsible for following APA style and citation format in all your writing assignments for this course, when applicable.* The most complete resource for APA style is the Publication Manual of the APA, but Purdue's Online Writing Lab (OWL) is an excellent, concise, and free online reference documenting APA style:

<http://owl.english.purdue.edu/owl/section/2/10/>

### **Psi Chi Tutoring**

Students in UIC's Psi Chi chapter with expertise in various psychology courses hold office hours throughout the week in **BSB 2048**. The tutoring schedule is usually established a few weeks into the semester, and will be posted on the door of the tutoring office in BSB 2048.

## Academic Honesty and Plagiarism

*All work should be your own.* You are allowed, and even encouraged, to seek feedback from others, but all the writing you submit should be your own. Plagiarism is representing the words or ideas of others as your own, without crediting the source, and thus also includes copying or paraphrasing from your classmates or papers on the Internet. Major writing assignments will be submitted electronically via **SafeAssign** to automatically screen for potentially plagiarized material and ensure academic honesty.

Familiarize yourself with violations of academic honesty and the student disciplinary policy at <http://dos.uic.edu/conductforstudents.shtml>. You can find a number of principles, policies, and advice about crediting others and avoiding plagiarism at that website as well as at [http://edelberg.people.uic.edu/crediting\\_others/index.htm](http://edelberg.people.uic.edu/crediting_others/index.htm).

### **Guidelines for Academic Integrity**

As an academic community, the University of Illinois at Chicago is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community – students, staff, faculty, administrators – share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the Student Disciplinary Policy.

Academic dishonesty includes, but is not limited to:

- **Cheating:** Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.
- **Fabrication:** Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty/Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- **Bribes, Favors, Threats:** Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.
- **Examination by Proxy:** Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.
- **Grade Tampering:** Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.
- **Nonoriginal Works:** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

*Above guidelines from <http://dos.uic.edu/docs/Guidelines%20for%20Academic%20Integrity.pdf>*

## Tentative Course Schedule

|                         | Week | Day   | Date  | Sess   | Topic / Activity                         | Reading or Assignment Due            |  |
|-------------------------|------|-------|-------|--|--|--------------------------------------|--|
| Psychological Science   | 1    | Mon   | 8/22  | L-01   | Course Introduction                      | Ch. 1 (p. 3-8)                       |  |
|                         |      | Wed   | 8/24  | L-02   | Ways of Knowing                          | Ch. 2 (p. 23-38)                     |  |
|                         |      | Fri   | 8/26  | -  | <i>NO DISCUSSION SECTION</i>             |                                      |  |
|                         | 2    | Mon   | 8/29  | L-03   | Psychological Science                    | Ch. 1 (p. 8-19)                      |  |
|                         |      | Wed   | 8/31  | L-04   | Sources of Research Information          | Ch. 2 (p. 39-49)                     |  |
|                         |      | Fri   | 9/2   | D-01   | <i>Ways of Knowing</i>                   | <b>Intro Quiz due 9/6</b>            |  |
|                         | 3    | Mon   | 9/5   | -  | <i>NO CLASS - LABOR DAY</i>              |                                      |  |
|                         |      | Wed   | 9/7   | L-05   | Science vs. Pseudoscience                | Distinguishing Sci. from Pseudosci.  |  |
|                         |      | Fri   | 9/9   | D-02   | <i>Empirical Journal Article</i>         | <b>CITI Training due</b>             |  |
|                         | 4    | Mon   | 9/12  | L-06   | Research Ethics                          | Ch. 4 (p. 89-119); Belmont Rep.      |  |
|                         |      | Wed   | 9/14  | L-07   | Research Designs and Claims              | Ch. 3 (p. 55-66)                     |  |
|                         |      | Fri   | 9/16  | D-03   | <i>Ethics Exercise</i>                   | <b>Science vs. Pseudoscience due</b> |  |
|                         | 5    | Mon   | 9/19  | L-08   | Validity of Research-Based Claims        | Ch. 3 (p. 66-81)                     |  |
|                         |      | Wed   | 9/21  | -  | <b>EXAM 1 (Topics 1-7)</b>               |                                      |  |
|                         |      | Fri   | 9/23  | D-04   | <i>Identifying Variables</i>             | Sayette et al. (2009)                |  |
| Measurement & Data      | 6    | Mon   | 9/26  | L-09   | Measurement: Types and Scales            | Ch. 5 (p. 121-128)                   |  |
|                         |      | Wed   | 9/28  | L-10   | Descriptive Statistics for Distributions | DS (p. 441-452)                      |  |
|                         |      | Fri   | 9/30  | D-05   | <i>Scales of Measurement</i>             |                                      |  |
|                         | 7    | Mon   | 10/3  | L-11   | Descriptive Statistics for Relationships | DS (p. 452-461)                      |  |
|                         |      | Wed   | 10/5  | L-12   | Self-Report Measures                     | Ch. 6 (p. 157-168)                   |  |
|                         |      | Fri   | 10/7  | D-06   | <i>Questionnaire Wording</i>             |                                      |  |
|                         | 8    | Mon   | 10/10 | L-13   | Observational Measures                   | Ch. 6 (p. 168-177)                   |  |
|                         |      | Wed   | 10/12 | -  | <b>EXAM 2 (Topics 8-13)</b>              |                                      |  |
| Fri                     |      | 10/14 | D-07  | <i>Naturalistic Observation Plan</i>         |  |                                      |  |
| Frequency & Association | 9    | Mon   | 10/17 | L-14   | Reliability of a Measure                 | Ch. 5 (p. 129-135)                   |  |
|                         |      | Wed   | 10/19 | L-15   | Construct Validity                       | Ch. 5 (p. 136-150)                   |  |
|                         |      | Fri   | 10/21 | D-08   | <i>Naturalistic Observation Research</i> | <b>Questionnaire Exercise due</b>    |  |
|                         | 10   | Mon   | 10/24 | L-16   | Sampling and External Validity           | Ch. 7 (p. 181-193)                   |  |
|                         |      | Wed   | 10/26 | L-17   | Evaluating Frequency Claims              | Ch. 7 (p. 194-197)                   |  |
|                         |      | Fri   | 10/28 | D-09   | <i>Correlational Research Exercise</i>   |                                      |  |
|                         | 11   | Mon   | 10/31 | L-18   | Bivariate Correlational Research         | Ch. 8 (p. 203-209)                   |  |
| Wed                     |      | 11/2  | L-19  | Evaluating Bivariate Association Claims      | Ch. 8 (p. 210-230)                       |                                      |  |
|                         | Fri  | 11/4  | D-10  | <i>Design a Study</i>                        |  |                                      |  |
| Experimental Research   |      | Mon   | 11/7  | -  | <b>EXAM 3 (Topics 14-19)</b>             |                                      |  |
|                         | 12   | Wed   | 11/9  | L-20   | Between-Subjects Designs                 | Ch. 10 (p. 271-287)                  |  |
|                         |      | Fri   | 11/11 | D-11   | <i>Experimental Research Exercise</i>    | <b>Psych in the News due</b>         |  |
|                         | 13   | Mon   | 11/14 | L-21   | Within-Subjects Designs                  | Ch. 10 (p. 288-295)                  |  |
|                         |      | Wed   | 11/16 | L-22   | Evaluating Causal Claims                 | Ch. 10 (p. 295-302)                  |  |
|                         |      | Fri   | 11/18 | D-12   | <i>Confounding Variables</i>             |                                      |  |
|                         | 14   | Mon   | 11/21 | L-23   | Factorial Designs                        | Ch. 12 (p. 343-353)                  |  |
|                         |      | Wed   | 11/23 | L-24   | Main Effects and Interactions            | Ch. 12 (p. 353-361, p. 370-373)      |  |
|                         |      | Fri   | 11/25 | -  | <i>NO DISC SEC - THANKSGIVING</i>        |                                      |  |
|                         | 15   | Mon   | 11/28 | L-25   | (More) Threats to Internal Validity      | Ch. 11 (p. 307-323)                  |  |
| Wed                     |      | 11/30 | L-26  | Generalization and the Real World            | Ch. 14 (p. 424-437)                      |                                      |  |
| Fri                     |      | 12/2  | D-13  | <i>Factorial Exercise</i>                    | <b>Interrogating Research due</b>        |                                      |  |
| FIN                     | Fri  | 12/9  | -     | <b>FINAL EXAM (Topics 20-26) at 10:30 AM</b> |  |                                      |  |

Note that you should complete each reading assignment *prior* to the corresponding class session.

*This schedule is **subject to revision**; any revisions will be announced and posted on Blackboard.*

Add / Drop deadline: Friday, September 2nd

Withdrawal deadline: Friday, October 28th