

## Laboratory in Social Psychology (PSCH 313, #33648/33649)

University of Illinois at Chicago

FALL 2020 Tue/Th 12:30 – 2:20 On line, synchronous

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**Professor Bette L. Bottoms:** [bbottoms@uic.edu](mailto:bbottoms@uic.edu), office hours: TBA – arrange to speak with me! I'm available!  
**Teaching Assistant, Ms. Lindsay Keeran:** [lkeera2@uic.edu](mailto:lkeera2@uic.edu), virtual office hours: M 10:30-11:30, & TH 3-4:00

### REQUIREMENTS:

- (a) Strong internet because your video and audio are required at all times.
- (b) Access to a printer, because you need printed copies of many materials rather than electronic copies (all handouts and PowerPoint slides). You may not use secondary electronic devices to view these.
- (c) Prerequisites: PSCH 343 (Stats) & PSCH 312 (Social Psychology). You can take 312 (but not 343) simultaneously.

### GOALS AND OBJECTIVES

Welcome to PSCH 313: Laboratory in Social Psychology! You'll like this small discussion/lecture/lab class, because the material is interesting and because both your professor and your TA are student-centered teachers who really care about teaching and about you. We'll help you learn the material. It's not an easy class, and we can't do it for you, of course. But as long as you're willing to work hard and do your part, we will give you every resource you need to do well, including social support!

This class will be taught on-line. Don't fear it – although there will be some awkward moments, it'll go just fine. We've worked hard to make this course every bit as high quality as the in-person version. For that to be true, however, there are some **special requirements and procedures that must be followed for you to take this section of PSCH 313 on line**. These requirements will help you comprehend the materials and get the most from the course. As mentioned in the July email you received, you must have strong internet because your video and audio will be required at all times and you must print copies of many materials.

Now, what's the class about? Many courses teach you *what* psychologists have learned, but this course teaches you *how* psychologists learn about social behavior and how they write about it. It will deepen your understanding of the research process, so that you can do research yourself, and so that you can consume research. You will also learn how to think and write more clearly and how to give talks in public! These things will be relevant no matter what you do in the future.

You'll learn how to develop a good research idea, turn that idea into a scientifically testable hypothesis, design a study to test your hypothesis, collect and enter data, analyze those data, and report the results orally and in writing. You'll learn to think and write like a researcher – critically and smartly. (This course fulfills your "writing in the disciplines" requirement.) You'll work in a collegial, collaborative lab atmosphere in small virtual groups with other students, as is true in many psychology labs, including my own. Like actual research, all projects are group projects, allowing you to use your own best social skills and learn from your classmates as you work together to produce the best work possible. This will prepare you for experiences such as graduate school, but also for other professions – most jobs will involve some work with data and other people in groups.

**FORMAT:** This small, on-line course is like a small seminar with occasional lectures. All students are required to prepare well and participate actively during each class. This includes doing all readings before class and making notes as you read, so that you are prepared to discuss and use the readings and raise questions.

Class time will be devoted to (a) demonstrations, discussions, and lectures (during which you should always take careful notes on printed slides); (b) project planning and survey construction on Qualtrics software; (c) data cleaning; (d) data analysis using SPSS software; and (e) students' presentations. Outside of class sessions, you will collect data, do homework, write papers, search for literature, study, and read. (The biggest mistake students make is not doing enough work outside of class.)

**READINGS, HANDOUTS: (Required)** *All handouts and PowerPoints must be printed so that you have them next to you during class.*

There is no book, but you would find helpful the *Publication Manual of the American Psychological Association* useful, as well as any Social Psychology textbook.

All materials are posted on BlackBoard. Complete all readings by due dates noted on the schedule below. Readings are organized in two ways to give you easiest access. They are arranged by week as well as by type (e.g.,

“Powerpoint lecture slides,” “Key handouts”). Warning: There are a few readings from a book written by McKenna. They are old and although the substantive content is good, please ignore the dated and somewhat inappropriate “social” references.

**Before each class, print out all PowerPoint lecture slides and take notes on them during class – having the slides only (without printing and taking detailed notes on them) is not enough to learn the information.** You won’t remember things just because you think you understand them while reading or listening to class discussions.

*Material in one class builds on material from prior classes – once you have been taught a procedure, you have to apply that procedure later by yourself in the class. You cannot do that if you haven’t got your detailed notes, lecture slides, and handouts all together, printed, beside you – for every class! There are handouts showing you how to create data files, enter data, do statistics with SPSS, and write up results sections, etc.*

## **REQUIREMENTS AND ASSIGNMENTS** (Every 10% is one letter grade.)

**I. Quizzes (24%).** There will be two quizzes (tests). Quiz 1 is on writing and grammar and is worth 10%. Quiz 2 is on research methods and is worth 14%. They include all readings and handouts assigned and class information covered on those topics before the day of the quiz. Doing well on tests means you’ve mastered the material, leading to higher quality research. You will take the quizzes on your computer using Word, sharing your screen, while you have Zoom open, so that we can see you working. You’re on your honor to not cheat.

**II. Research projects.** You will complete 3 studies. Each builds on the one before it. The first is worth 18%, the second is worth 20%, and the third project is worth 32%. **See Course Schedule for due dates.**

**a. Study 1: Attitude Measurement Study (18%).** Together, the whole class will design a questionnaire (survey) to measure an attitude. This is by far the most likely type of research you will do in your future. For example, you might have to develop a customer satisfaction survey: Do customers have a positive attitude toward your business? You can also ask questions such as, do older and younger people differ in their attitude?

Doing a study to measure an attitude correctly is harder than it looks! Together, we will develop study items, and you will learn how data is collected. Then you will learn how an SPSS data file is set up, and how the data are checked and analyzed. Then, you will find related literature (at least 4 articles) and write a short APA-style research paper describing the project and what we found (at least 7 pages of text plus title page, abstract, references, tables, and appendices). We will do some of this together as a class, including writing the methods and results sections that everyone will use in their paper.

By completing this study from beginning to end quickly, you will develop an early appreciation for all of the many activities that are involved in carrying out a research project, and how to work quickly together. *Everything else in the class will build on what you learn during this project.*

**b. Study 2: Individual Differences in Attitudes Study (20%).** In the second project, in small groups, you will replicate and extend Study 1. You will again pick an interesting attitude, then create a multi-item scale measurement of it. Then you will pick an individual difference among people (e.g., gender, age, religiosity, political affiliation, etc.), measure it, and see how this difference affects the attitude.

You will create, design, conduct, and analyze this study in assigned groups of 3 students. Each group will propose its idea (on a proposal form). After it is approved by the professor or TA, the groups will format the study onto Qualtrics survey development software. After this on-line survey is approved by the professor or TA, you will collect data by sending the link to the survey to potential participants via email and social media accounts. Then you’ll clean up your data and analyze it with SPSS.

You will search for literature and find at least 4 articles that you can use to build up support for your hypothesis about the predicted impact of the individual difference variable (IV) on the attitude (DV).

You will not write a formal APA-style paper for Study 2. Instead, you’ll give a 12-minute oral presentation of the project using PowerPoint in class (each group member will give 1/3 of the talk). All students will view presentations together during class. You will write out the PowerPoint talk in the text notes, word-for-word, using excellent grammar, but not stiff prose. The slides with text notes will be due the day before the in-class PowerPoint presentations (see schedule below for due dates).

After you practice your part of the talk many times, saying what you have written, you’ll deliver a beautiful talk without being nervous! Each group member will receive the same grade on the presentation, so group members should work together and practice hard to ensure that the proposal and presentation are good.

c. **Study 3: Final Project: Two-Factor, On-Line Experiment (32% = Poster, 12% + Paper, 20%).** The final project will also be completed in pre-assigned groups of 3 people. It will be more independent than the first two projects. You will create, design, propose, conduct, and analyze a true experiment, with two independent variables and one dependent measure. You will choose the topic (as long as it tests social psychology theory, is unoffensive, and does not duplicate studies 1 or 2). You may choose to pursue something you were curious about based on your other projects, a replication or extension of some published research, a neat idea of your own, etc. Keeping a “research ideas journal” starting on the first day of the class will help you with ideas!

Just like Study 2, each 3-person group will propose its idea (on a proposal form), get it approved, then format the study into a Qualtrics survey, get the survey approved, then collect data, clean the data, and analyze the data with SPSS. You’ll produce two products:

(a) A group research poster, presented in class on Poster Day, the last day of class. The poster will be due on Blackboard the day before Poster day.

(b) An individual APA-style paper describing the study. The paper is due electronically and by hard copy on Tuesday of exam week. The paper will be 8 to 12 pages of text, not including title page, abstract, references, tables, and/or appendices. It should discuss at least 4 published social psychology articles that you find on your own.

This paper will include some things that were on the jointly created poster, but it will go far beyond that. The paper must be each student’s individual work – **do not work together on the paper!** Of course, some of the paper and poster will be similar, but your paper will look a LOT different, more detailed, with more literature and theory. You will have learned a lot by this point in the semester, so we’ll expect far more than earlier products, in terms of content, style, and grammar. We expect you all to shine! *Be sure to use all the resources we have provided on BlackBoard throughout the semester as you do this project.*

You may request feedback on your paper if you hand it in by the November due date noted on the schedule. It is recommended.

**III. Class Participation/Absences (6%):** To get credit for attendance, you must do more than just “appearing” on line for each class. You must also:

(a) show up on time with both audio and video working (log in and be ready for class by 12:30 – which means testing your camera and mike and connection before 12:30!). Audio-only participation will not count;

(b) actively participate by being fully attentive and making thoughtful in-class comments;

(c) do your fair share of group work, on time, and to the best of your ability;

(d) print and have handy all PowerPoint slides and all handouts during each class; and

(e) be responsible, professional, and fulfill obligations to others within your groups, just as you will do in jobs for the rest of your lives. When you are working in your groups, just like a lecture class, you must attend that group session until class lets out at 2:20. We track this electronically. You will lose 1% participation for leaving early.

Students will lose 1% for each absence that is not excused. You may have 2 excused absences for personal or family illness, death, accidents, etc. (but not for things like attending another class or workshop, etc.). If you miss a class, you are still responsible for getting everything done during a missed class from another student. Also, there are no makeups for unannounced extra credit for in-class assignments, projects, or unannounced quizzes.

Exception: See statement below about emergencies, and religious holidays are accommodated in keeping with UIC Senate policy, which requires students to provide advance notice:

<http://dos.uic.edu/docs/UIC%20Senate%20Policy%20on%20Religious%20Holidays.pdf>.

Students also lose 1% if they disrupt a class or are distracted during class by other electronic devices, etc. For example, do not eat or answer your cell phone during class. Seriously.

## GRADING

6% Participation

24% Two quizzes (10% + 14%)

18% Study 1: Paper

20% Study 2: Oral PowerPoint presentation and written notes (and quality of contribution to group effort)

32% Study 3: Poster presentation (12%) + Paper (20%) (and quality of contribution to group effort)

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100% TOTAL

You will always know exactly where you stand because there is no “curve.” Every 10% is a letter grade: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = Failure. (Normal rounding rules apply: e.g., 89.4 = 89; 89.5 = 90.) Note: Don’t fear the group grading – your professor expects everyone to do well and there will

be plenty of opportunity for you to illustrate your own work as well as your ability to work effectively in group situations, which is a very important research skill.

Also, for Study 1 and 2, you'll submit a confidential statement about your relative role in the projects. Often, if someone is not pulling his or her weight in your group, we will notice and grade accordingly.

## IMPORTANT POLICIES:

**1. SPECIAL REQUIREMENTS FOR ON-LINE LEARNING:** To have a discussion seminar that is like being face-to-face (without the coronavirus!), here are a few special requirements. As explained in my July email to you all, if you do not have these things, this section of 313 is not for you – there are other sections. If you need help connecting remotely to any of your UIC classes, please ask UIC for help: ACCC may have a laptops and wireless hot spots to lend. The request forms are here: <https://accu.uic.edu/contingency/online-learning-students/basic-requirements-students/>

**a. You must have a strong internet connection, a good web camera, and a good microphone,** because you need to see us and our presentations, and we need to see you clearly. You are required to use both video and audio at all times. **You cannot participate by audio only, or by using your phone, or by using the chat function.** (If you do not have a working webcam, order one of Google for instructions on how to use your phone for a webcam.) (BTW, pet cameo appearances are always welcomed.)

**b. You must print all PowerPoint slides and class handouts and have them with you during class,** because you need to refer to them during class, and you cannot refer to them electronically while you are also attending to class electronically (even if you have multiple electronic screens). In some classes, you need to be using multiple handouts at once. You cannot juggle back and forth between the camera and readings and handouts on your computer (or even multiple screens). This won't be allowed because it will not work. If you cannot print your materials, this is not the class for you.

**c. You must work hard at being attentive and present during class,** and you must really prepare before class.

**d. You must take the quizzes with your camera and audio on at all times,** and be on your honor not to cheat.

**e. Communication is very important.** Be sure to check your UIC email and the Blackboard site often so you do not miss anything.

**2. Experiments.** By enrolling, you're agreeing to conduct studies and to participate in studies conducted by other members of the class, as well as demonstrations conducted by the instructor and TA. In keeping with guidelines of the UIC Institutional Review Board, the governing body of all research at UIC, your class study participation and the experiments you run are both part of the normal educational practices in this class, and not a part of formal research. During the class, we will not generate data that will be professionally presented or published or otherwise generalized beyond the teaching situation.

**3. Disabilities:** Your disabilities will be accommodated to the fullest extent possible! If you believe you have a disability, call the Office of Disability Services (312-413-2103 voice or 312-413-0123 TTY), register, then send me your accommodation letter. See: [https://registrar.uic.edu/campus\\_policies/disability\\_notification.html](https://registrar.uic.edu/campus_policies/disability_notification.html)

**4. Late Assignments, Make-up Exams.** To be fair to all students, the policies in this syllabus are your contract for this class. No late assignments are accepted and no make-up exams will be given -- unless you have a documented personal emergency, which makes the playing field uneven for you. See next point.

**5. SPECIAL HELP if You Have Problems of any Kind: WE WANT TO HELP YOU!** If you have any problems or concerns throughout the class, your professor and TA are here to help! Just ask. We will work with you closely during class, and we will be available if you need us during office hours (or by appointment if you have another class during our office hours). We can meet with you in an individual Zoom session or by phone. We care about teaching, and we care about you. But, remember, we can't help if you wait too long (like the day before a paper is due).

We will also help each of you individually if you unfortunately encounter personal distress such as sickness (including physical or psychological), family illness or death, or being overwhelmed by special circumstances. We all have roadblocks in our life sometimes, especially during these crazy times today. We understand! We will help you get around difficulties! But you have to ask! E-mail us as soon as you realize the problem. We will work with you to help you complete your assignments. In fact, you should always talk to any of your professors if you are having difficulty – if you're having problems, then the playing field is not level for you, but it can be leveled with special help to overcome special circumstances! Do not be shy or embarrassed about this. It's our job to help. For example,

sometimes depression and anxiety get the best of us \*all\*. But help is near: the UIC Counseling Center ([www.counseling.uic.edu](http://www.counseling.uic.edu), 312- 996-3490) in the Student Services Building. Also see this helpful website <https://counseling.uic.edu/online-resources/>, and talk to us if you want additional information.

(See above for links to UIC resources for computers and internet hot spots.)

**6. Writing.** Writing well with good grammar is super important. You'll even be tested on it. All of your writing should be clear, grammatical, concise, elegant, and in APA style. Follow the *Common Writings Errors* handout carefully. The single most helpful piece of advice we can give you is to READ ALOUD everything you write to see if it really makes sense before you hand it in. I also recommend that every student buy a copy of the *Elements of Style* by Strunk and White and review it. (It's short and cheap.) Writing beautifully is a skill that will transcend most other things you learn. Helpful UIC resources include the Writing Center (Grant Hall 105, <http://writingcenter.uic.edu/>).

**7. Cheating. I want to help you, and I am genuinely caring, but do not mistake me for a pushover:** If you cheat in any way, you will fail the entire class and judicial charges will be filed. No exceptions. See Student Disciplinary Policy: <https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>. Cheating includes, but is not limited to, any form of plagiarism: claiming others' ideas or words as your own, copying the words or ideas of a fellow student or any other author in your assignments, copying word-for-word even short phrases from written work that you are using as a reference (even if you cite it properly), handing in work you have handed in for another class, handing in papers you've gotten from the internet or from other students, etc. Cheating also includes misrepresenting or lying about anything to the professor. If you cheat and get caught, don't say you didn't understand this. It's your choice.

**8. Disrespectful Behavior Will Not Be Tolerated.** I have enjoyed working with nearly all students I have met at UIC, and I expect to enjoy working with every one of you!! But unfortunately, I have encountered a couple people in the last couple years who have made it necessary for me to write the next part (sigh):

By staying enrolled in this course, you are consenting to all policies in this syllabus and you are consenting to withdraw from the class or be withdrawn from the class if you violate the following conduct policy: Specifically, you can stay in this class *only if* you are respectful to your professor and to your fellow students, as determined by your professor. Asking sincere questions is welcomed. But you will be barred from class if you rudely challenge others; are inebriated or high on alcohol or drugs; if you are belligerent, rude, or intimidating to anyone; if you disrupt class by eating, talking to others outside of class, answering/using your cell phone for non-class purposes; and/or if you are not respectful of others' views and opinions. This includes being sensitive to varied backgrounds related to culture, language, religion, gender and sexuality, race or ethnicity, politics, etc. Personal attacks on others won't be tolerated. Class conversations are for discussion of ideas based on science, not opinions or biases of any kind.

**9. Put your heart into this class. Ours is already there.** Do the work, be happy to learn, be excited, and welcome lots of feedback – that's the only way you'll learn!

**PSCH 313: TENTATIVE SCHEDULE**

<p>Week 1 – Aug. 25, 27</p>	<p>-- Welcome! Introduction to course goals, to each other, and to professor's and TA's research.          -- Orientation to research in the discipline of psychology.          -- Research ethics review: UIC IRB forms, consent procedures, training, etc.</p> <p><b>READINGS/HANDOUTS: (Due August 25):</b></p> <ol style="list-style-type: none"> <li>1. Syllabus (<b>Print</b>)</li> <li>2. "Lecture 1a" PowerPoint slides (<b>Print</b>)</li> </ol> <p><b>READINGS/HANDOUTS: (Due August 27):</b></p> <ol style="list-style-type: none"> <li>3. Brief readings about attitudes</li> <li>4. Reading from McKenna, Chapter 4: Questionnaire Research</li> </ol> <p><b>ASSIGNMENT: (Printed "completion form" is due by 6:00 August 27):</b></p> <p>-- Ethics Training: Complete the "CITI Initial Training" in research ethics. Go to this website first to learn about the course: <a href="https://about.citiprogram.org/en/course/human-subjects-research-2/">https://about.citiprogram.org/en/course/human-subjects-research-2/</a> . Then go to this website to register for the course and complete the initial training course for "Group 2: Human Subjects Research (HSP): Social-Behavioral-Educational Research Investigators and Key Personnel":  <a href="https://www.citiprogram.org/index.cfm?pageID=154&amp;icat=0&amp;ac=0&amp;region=1">https://www.citiprogram.org/index.cfm?pageID=154&amp;icat=0&amp;ac=0&amp;region=1</a>  <i>Note: You will register by entering your organization affiliation (i.e., University of Illinois, Chicago), <u>NOT</u> by completing the "independent learner registration."</i></p>
<p>Week 2 – Sept. 1, 3</p>	<p>-- Research ethics review, cont'd.: UIC IRB forms, consent procedures, training, etc.          -- Introduction to Study 1, Attitude Study: What are attitudes and why do we study them?          -- Deciding on a topic, creating an attitude measure, designing a study, and planning for data collection.          -- Review data file, analyze data (scale reliability, ANOVA, correlations), write methods and results, create table and figure.          -- Video tutorials on SPSS</p> <p><b>READINGS/HANDOUTS: (Due Sept. 1):</b></p> <ol style="list-style-type: none"> <li>1. "Lecture 2" PowerPoint slides (<b>Print</b>)</li> <li>2. Example of Study Done for Study 1 from a Former Class</li> <li>3. Example of Student Paper for Study 1: Attitudes Project</li> <li>4. "Lecture 1d" PowerPoint slides (<b>Print</b>)</li> <li>5. Study 1 paper template (<b>Print</b>)</li> <li>6. Handouts to Help You Enter and Analyze your Data:  <b>(Print and save!! These will be exceptionally important throughout the entire course! If you can print them on these colors of paper, they will be easier to grab when we start needing them in class.)</b> <ul style="list-style-type: none"> <li>- PINK_CREATING A DATA FILE</li> <li>- GREEN_DATA ANALYSIS CHECKLIST</li> <li>- GOLD_SPSS CHEAT SHEET</li> <li>- YELLOW1_CREATING AN APA STYLE TABLE FROM SPSS ANOVA OUTPUT</li> <li>- YELLOW2_WRITING RESULT SECTION USING SPSS ANOVA OUTPUT</li> </ul> </li> <li>7. Reference material: "How to Enter and Analyze Data" from Kirkpatrick SPSS Guide: pp. 2 – 24, 106-115, 49 – 57, and 75 - 79.</li> </ol>
<p>Week 3 – Sept. 8, 10</p>	<p>-- <i>In class assignment: Complete brief worksheet on topic preferences in class.</i>          -- Continue work on Study 1: Attitude Study          -- Lectures and workshops about writing: How to write an APA style paper, how to write with good grammar (Common Writing Errors handout), how to conduct literature searches, how to make an argument and justify hypotheses</p> <p><b>READINGS/HANDOUTS: (due on Sept. 10): (continued on next page...)</b></p>

	<ol style="list-style-type: none"> <li>1. "Lecture 3" PowerPoint slides <b>(Print)</b></li> <li>2. Common Writing Errors Handout <b>(Print)</b></li> <li>3. Chapter 5 from Silvia (2007) "A brief foray into style"</li> <li>4. Chapter 6 from Silvia (2007) "Writing journal articles"</li> <li>5. Writing for Psychology</li> <li>6. Guide to Conducting a Literature Search at UIC</li> </ol>
Week 4 – Sept. 15,17	<p>***** <b>QUIZ #1 (Writing): Tuesday, Sept. 15 (covers all prior readings &amp; class info.) *****</b></p> <ul style="list-style-type: none"> <li>-- Continue work on Study 1, Attitude Study</li> <li>-- Continue lectures and workshops about writing, making arguments</li> </ul>
Week 5 – Sept. 22,24	<p>***** <b>ASSIGNMENT DUE: Study 1: Paper – due Tue., 9/22, 6:00 p.m., via Blackboard *****</b></p> <ul style="list-style-type: none"> <li>-- Introduction to Study 2</li> <li>-- Tutorial: How to Create a Qualtrics Survey</li> </ul> <p><b>READINGS/HANDOUTS: (due Sept. 22)</b></p> <ol style="list-style-type: none"> <li>1. Lecture "Introduction to Project 2" PowerPoint slides <b>(Print)</b></li> <li>2. Project 2 proposal form. <b>(Print)</b></li> </ol>
Week 6 – Sept. 29, Oct. 1	<ul style="list-style-type: none"> <li>-- Plan and conduct Study 2. Get research proposal approved; create Qualtrics survey and get it approved; collect, clean, and analyze data.</li> <li>-- Work on PowerPoint presentation</li> <li>-- Lecture: "How to give an effective PowerPoint presentation."</li> <li>-- Data Analysis Tutorials: <ul style="list-style-type: none"> <li>- How to check number of participants per cell from Qualtrics</li> <li>- How to clean data from Qualtrics</li> <li>- SPSS tutorials</li> </ul> </li> </ul> <p><b>READINGS/HANDOUTS: (Due Sept. 29):</b></p> <ol style="list-style-type: none"> <li>1. Example PowerPoint Presentation from a Prior Class</li> <li>2. Lecture 7: "PowerPoint slides: How to Give an Effective Talk" <b>(Print)</b></li> </ol>
Week 7 – Oct. 6, 8	<ul style="list-style-type: none"> <li>-- Continue work on Study 2: Create Qualtrics survey; get it approved; collect, clean, and analyze data; work on PowerPoint presentations.</li> <li>-- Do literature search, summarize articles, conceptualize and write arguments justifying your hypothesis</li> <li>-- Practice PowerPoint presentation</li> </ul> <p><b>Oct. 8:</b></p> <ul style="list-style-type: none"> <li>-- Introduction to Study 3, Experiment</li> </ul>
Week 8 – Oct. 13, 15	<p>***** <b>POWERPOINT PRESENTATIONS: Tuesday, Oct. 13 *****</b></p> <p><b>Submit PowerPoint presentation slides and talk notes via Blackboard on Monday, Oct. 12, by noon (plus report of individual roles).</b></p> <p><b>Oct. 15:</b></p> <ul style="list-style-type: none"> <li>-- Introduction to Study 3, Experiment. Prepare proposal.</li> </ul> <p><b>READINGS/HANDOUTS: (Due Oct 15)</b></p> <ol style="list-style-type: none"> <li>1. Lecture 8: "Key Information for Study 3" PowerPoint slides <b>(print)</b></li> <li>2. Lecture 1c: "2 variable design and interactions" PowerPoint slides <b>(print)</b></li> <li>3. McKenna Chapter 5: Formal Experiments</li> </ol>

Week 9 – Oct. 20, 22	<p>-- Continue lectures and work on Study 3. Prepare proposal, prepare Qualtrics survey. Get each approved.</p> <p>-- Workshop: Understanding interactions.</p> <p>-- Part 1: <a href="http://www.acs.brockport.edu/~mdesroch/Factorial3/">http://www.acs.brockport.edu/~mdesroch/Factorial3/</a></p> <p>-- Part 2: <a href="https://courses.washington.edu/smartpsy/interactions.htm">https://courses.washington.edu/smartpsy/interactions.htm</a></p>
Week 10 – Oct. 27, 29	<p><b>*** QUIZ #2 (Research Methods): Tuesday, Oct. 27 (covers all readings, class information about research methods before this date) ***</b></p> <p>-- Study 3, Experiment: Get proposal approved, design Qualtrics survey and get it approved, collect data, clean and analyze data.</p> <p>-- Workshop: How to construct and present a poster.</p> <p><b>READINGS/HANDOUTS: (due October 27)</b></p> <ol style="list-style-type: none"> <li>1. Study 3 Poster Examples</li> <li>2. Study 3 Example Paper</li> </ol>
Week 11 – Nov. 3, 5	<p><i>TUESDAY, NOV. 3 IS A HOLIDAY: ELECTION DAY</i></p> <p>Nov. 5:</p> <p>-- Continue work on Study 3, Experiment.</p> <p>-- Do literature search, summarize articles, conceptualize and write arguments justifying your hypothesis</p>
Week 12 – Nov. 10, 12	<p>-- Continue work on Study 3, Experiment.</p>
Week 13 – Nov. 17, 19	<p>-- Continue work on Study 3, Experiment: Prepare poster and write poster presentation notes.</p>
Week 14 – Nov. 24, 26	<p>Nov. 24: Continue work on Study 3, Experiment: Prepare poster and write poster presentation notes.</p> <p><b>*****Last day to turn in optional final paper draft for feedback from TA and professor.*****</b></p> <p><i>THURSDAY, NOV. 26 IS THANKSGIVING HOLIDAY</i></p>
Week 15 – Dec. 1, 3	<p>-- Continue work on Study 3, Experiment: Practice poster presentation within groups.</p> <p><b>Thursday, Dec. 3: **** POSTER DAY ****</b></p> <p><b>In-class POSTER presentations of Study 3 (Also due: Report of roles in project).</b></p> <p><b>Turn poster in on BlackBoard on Wednesday, Dec. 2 by noon.</b></p>
Week 16 – Dec. 8 <i>Final Exam Week</i>	<p><b>**** FINAL PAPER DUE: TUESDAY, DECEMBER 8 by NOON.</b> Submit electronically on BlackBoard SafeAssign.</p>