

Psych 225/Research Methods/Spring 2015/Lecture 1 (1:00-2:15 TR) & 2 (2:30-3:45 TR)

Instructor: Tina Winston, Ph.D.

Office hours: 3:45-4:45 T & by appointment. Room 220 Psych. twinston@wisc.edu

– If I am late for ofc hr, check classroom (121) or wait for me.

Teaching assistants	____@wisc.edu	Lab – lect	Office hr, room 104*
Jilana Boston	jboston	302 (10:45-12:25 W) – 1 306 (10:45-12:25 R) – 1	1:00-2:00 W
Taylor Hanley	thanley	301 (2:35-4:15 T) – 1 303 (12:40-2:20 W) – 1	11:00-12:00 R
Aly Brandvold	arbrandvold	305 (8:50-10:30 R) – 1 308 (8:50-10:30 W) – 2	10:30-11:30 R
Nolan Lendved	nlendved	304 (4:30-6:10 W) – 1 309 (2:25-4:15 W) – 2	1:00-2:00 W
Karina Virrueta	kvirrueta	307 (4:30-6:10 T) – 2 310 (12:40-2:20 R) – 2	11:00-12:00 R

*TAs are also available by appointment.

Required materials

- Ray, W.J. (2013). *Methods: Toward a Science of Behavior and Experience* (10th ed). Belmont, CA: Wadsworth Cengage Learning. Ray's 9th edition is an acceptable alternative.
 - Course pack 11 is available at Social Science Copy Center (6120 Social Science). Hours: 7:30-11:45 & 12:30-4:00 M-F. Credit & debit cards are not accepted. Price is \$27.50
 - Selected chapters of the *Publication Manual of the American Psychological Association* – Learn@UW
 - 9 x 12 manila envelopes with seals for draft & paper submissions
 - There will be printing costs (e.g., drafts for peer reviews, manuscripts, journal articles for research proposals)
- Time at the beginning of lecture often will be spent on questions pertaining to lab.
 - Ideally, you will read material prior to class sessions.
 - All of the articles are in the course pack. See table of contents (p. 10-13) for page numbers.

Section 1: Accumulation of knowledge		
wk 1	T, 1/20	Introduction & class study
	R, 1/22	Ray, Ch.1: What is science, Ch.2: Intro to the methods of science, Art.1 (Stanovich, 1998), Carey (2011), Kirk (2012). Stanovich, Carey, & Kirk are in course pack, p. 53-66
wk 2	T, 1/27	Articles 2 (Madigan, Johnson, & Linton, 1995) & 3 (Fiske & Fogg, 1990) – course pack p. 67-87
	R, 1/29	Q & A on IC lit, Ray, Ch.5: Description of behavior through numerical representation (I will not lecture on Ch.5), chi square, Ray, Ch.9: Applying the logic of experimentation: Between Ss designs & course pack p.1-20 ▪ Page # for statistical materials in course pack are estimates. Bring course pack to lecture
wk 3	T, 2/3	Q & A on IC lit & paper, Ray, Ch.9 & course pack, p. 9-31
	R, 2/5	Ray, Ch.9 & Ch.10: Extending the logic of experimentation: Within Ss (only), course pack p. 9-35
wk 4	T, 2/10	Ray, Ch.9 & course pack p. 36-52
	R, 2/12	Ray, Ch.9 & course pack p. 36-52
wk 5	T, 2/17	Ray, Ch.9 & course pack p. 36-52
	R, 2/19	Ray, Ch.9 & course pack p. 36-52
wk 6	T, 2/24	Loose ends – material from Section 1
	W, 2/25	Optional Q & A session from 6:30 – 7:30 pm in room 121
	R, 2/26	Exam 1

Section 2: Hypothesis testing		
wk 7	T, 3/3	Q & A on VF lit, Ray, Ch. 14: Questionnaires, etc.
	R, 3/5	Ray, Ch.14: Qaires, etc, Belson (2013), Art. 4 (Cecil & Pinkerton, 1998) – p. 93-104
wk 8	T, 3/10	Ray, Ch.3: Developing the hypothesis & Art. 5 (Schmitt, Gilovich, Goore, & Joseph, 1986)
	R, 3/12	Q & A on VF data analysis & Art. 5 (Schmitt et al, 1986)
wk 9	T, 3/17	Art. 6 (Bray & Sugarman, 1980), 7 (Green, 1974), & Ray, Ch.7: Testing the hypothesis
	R, 3/19	Ray, Ch. 7: Testing the hypothesis: A conceptual intro, reality/decision table, p. 129 & Art. 8 (Berkowitz, 1992)
wk 10	T, 3/24	Art. 8 (Berkowitz, 1992), 9 (Bushman & Wells, 2001), 10 (Steele, Bass, & Crook, 1999)
	W, 3/25	Optional Q & A session from 6:30 – 7:30 pm in room 121
	R, 3/26	Exam 2. NOTE that Exam 2 will be held on the R before Spring break.

Section 3: The lab & beyond		
wk 11	T, 3/31	Spring break
	R, 4/2	
wk 12	T, 4/7	Ray, Ch. 8: Control: The keystone of the experimental method. Part 2 notes, p.155-159
	R, 4/9	Ray, Ch.11: The ecology of the experiment, Art. 11 (Page & Moss, 1975), 12 (Rojahn, Komelasky, & Man (2008), 13 (Nichols & Maner, 2008), Carey (2006)
wk 13	T, 4/14	Ray, Ch.11: The ecology of the experiment, Art. 11 (Page & Moss, 1975), 12 (Rojahn, Komelasky, & Man (2008), 13 (Nichols & Maner, 2008), Carey (2006)
	R, 4/16	Art. 14 (Gross, Bennett, Sloan, Marx, & Juergens, 2001) & Ray, Ch.12: Quasi-experimental, correlational, and naturalistic designs
wk 14	T, 4/21	Article 15 (Clayton, Osborne, Miller, & Oberle, 2013), Bakalar (2005), 16 (Langlois, Ritter, Casey, & Sawin, 1995)
	R, 4/23	Articles 17 (Rieger, Chivers, & Bailey, 2005) & 18 (Rosenthal, Sylva, Safron, & Bailey, 2011)
wk 15	T, 4/28	Articles 19 (Kramer, Guillory, & Hancock, 2014) & 20 (Kahn, Vayena, & Mastroianni, 2014)
	R, 4/30	Articles 21 (Mook,1983) & 22 (Fisher & Fyrberg, 1994), course evaluations
wk 16	T, 5/5	Article 23 (Rosenthal, 1994), Wade (2010), Gardner (2011), Carey (2011)
	W, 5/6	Optional Q & A session from 6:30 – 7:30 pm in room 121
	R, 5/7	Exam 3 <i>Note.</i> We will not have a cumulative final.

Course goals. The course is designed to provide you with an appreciation and understanding of psychology as a scientific discipline. You will become familiar with the collaborative, ongoing process by which knowledge accumulates. You will learn how to conduct research with scientific and ethical integrity, following the principles of the American Psychological Association. You will engage in all phases of the research process – from searching for and critically evaluating research through the presentation of it in oral and written forms. Your oral communicative and critical reasoning skills will be enhanced through participation in lecture and lab.

Grading elements. $\Sigma = 400$

Lecture $\Sigma = 200$

Exam 1 – 80

Exam 2 – 54

Exam 3 – 66

Lab $\Sigma = 200$

Paper 1 (IC), including draft – 40

Paper 2 (VF), including drafts & oral – 100

Paper 3 (RP), including pre-proposal, draft & oral – 60

Although course grades will be determined by students' level of mastery, the Department of Psychology suggests this distribution for 225 classes: A (15%), AB (25%), B (35%), BC (8%), C (13%), D (2%), F/W (2%). Course grades will be determined after summing points earned in lecture (exams) & obtaining a weighted average of lab (paper) grades.

225 Research Methods Lab, Spring 2015

Date	During lab	Prep for next wk
wk 1 1/20-1/24	<ul style="list-style-type: none"> • Introductions • Overview of papers • Title page. APA Manual Ch.2 & p. 299 • Writing an Introduction. APA Manual Ch. 2 & p. 301-303 • Writing a Method section. APA Manual Ch. 2 & Ch. 3 (headings), & p. 304 • TAs assign teams, provide advice for disc leadership of IC lit 	<ul style="list-style-type: none"> • Quickly read APA Manual Ch. 2 & 3 (Learn@UW) • Carefully read lit for IC paper, p. 309-373 Review IC materials on Learn@UW. <u>In your own words</u> , outline articles. Meet w/team to compare notes, plan class discussion. Include strategies to involve labmates.
wk 2 1/25 – 1/31	<ul style="list-style-type: none"> • Students lead discussions of IC lit (~ 15 min/paper) • General disc, recap of IC lit (~ 15 min) • Writing & grammar, p. 375, APA Manual, Ch. 3 (~ 25 min) 	<ul style="list-style-type: none"> • Review APA Manual Ch. 2 & 3. Quickly read APA Manual Ch. 6 • Write IC paper (to include Title page, Intro, Method, References). Intro & Method max length = 6 pages. Draft due on T, 2/3. Final manuscript due on T, 2/10. • Read Gabriel (2010), p. 379-382 • Optional APA tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx • Explore websites on APA style, including: www.wisc.edu/writing/Handbook/DocAPA.html www.apastyle.org/
▪ Submit hard copy of IC Intro & Method draft to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 2/3. Staple pages of manuscript. Submit in a 9 x 12 sealed envelope. Print your name & lab # on the envelope.		
wk 3 2/1-2/7	<ul style="list-style-type: none"> • Acknowledging sources, avoiding plagiarism, Gabriel (2010), p. 376-384 • Avoiding plagiarism exercise • Citations & references • Peer review of Intro & Method of IC paper (50 min), p. 385-386 	<ul style="list-style-type: none"> • Revise, edit, complete IC paper (to include Title page, Intro, Method, References) Complete CITI ethics tutorial: 1. Go to: https://my.gradsch.wisc.edu/citi/index.php 2. Select "Add a course or update your learner groups" then "Human Subjects Protection for Education, Social & Behavioral Science Researchers" 3. Print document of completion. CITI certificate due on T, 2/10 (same day as IC paper is due) <ul style="list-style-type: none"> • Optional SPSS tutorial: http://www.lynda.com/SPSS-tutorials/SPSS-Statistics-Essential-Training-2011/83838-2.html
▪ Submit hard copy of final IC paper (Title page, Intro, Method, References) <u>AND peer review</u> to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 2/10. – Staple pages of manuscript. – IC Introduction + Method may not exceed 6 pages – Submit manuscript & peer reviewed draft in a sealed 9 x 12 envelope. – Print your name & lab # on the envelope. * Include <u>CITI certificate</u> in your sealed envelope.		

Date	During lab	Prep for next wk
wk 4 2/8 – 2/14	<ul style="list-style-type: none"> • Stats review, SPSS – Burger et al. variation. ANOVA, t test, chi square, p. 388-403 • Writing Results, APA Manual Ch. 2, p. 305-306 • Advice to disc leaders, assign teams & dates for disc of VF lit. 	<ul style="list-style-type: none"> • Read & outline VF lit, part 1: Kissler, Maddox, Zimmerman • As a team, prepare PowerPoint slides* Meet w/team to compare notes, plan class discussion. Always paraphrase. Include strategies to involve labmates. Send VF lit. slides to TA by 8:00 pm on M, 2/16 (part 1) or M, 2/23 (part 2) In email, subject: Authors (year) • As important practice, analyze IC data & write draft of Results – Questions to be discussed in <i>lecture</i>
* Members of VF lit. teams will receive the same score for PP slides & individual scores for discussion		
▪ Send VF, part 1, team PP slides to TA by 8:00 pm on M, 2/16. In email, subject: Authors (year)		
wk 5 2/15 – 2/21	<ul style="list-style-type: none"> • VF materials & procedure (~ 50 min) • Assign pairs (or pairs + trio if odd #) for VF data collection • VF lit disc, part 1. With PP slides, discuss 3 VF articles (~ 15 min/paper) • TAs post slides (VF lit, part 1) on R, 2/19 @ 3:00 	<ul style="list-style-type: none"> • Read & outline VF lit, part 2: Koriati, Mueller, Sungkhasette • As a team, prepare PowerPoint slides* Meet w/team to compare notes, plan class discussion. Always paraphrase. Include strategies to involve labmates. Send VF lit (part 2) slides to TA by 8:00 on M, 2/23 In email, subject: Authors (year) • Begin VF paper – to include Title page, Abstract, Intro, Method, Results, Disc, References • Collect VF data • Read APA Manual, Ch.2 – Abstract & Disc
▪ VF data are due on T, 2/24 by noon. Submit to box near TA's mailboxes. Follow directions attached to protocol.		
▪ Send VF, part 2, team PP slides to TA by 8:00 pm on M, 2/23. In email, subject: Authors (year)		
▪ Exam 1 is on R, 2/26.		
wk 6 2/22 – 2/28	<ul style="list-style-type: none"> • VF lit disc, part 2. With PP slides, discuss 3 VF articles (~ 15 min/paper) • General disc of VF articles, including those covered in wk 5 (~ 20 min) • TAs post slides (VF lit, part 2) on R, 2/26 @ 3:00 • Writing an Abstract & a Discussion, APA Manual Ch. 2 & p. 300 & 307 	<ul style="list-style-type: none"> • Continue work on VF paper – to include Title page, Abstract, Intro, Method, Results, Disc, References • VF draft (Intro & Method) due on T, 3/3 VF Results, test 1 draft due on T, 3/10 Final manuscript due on T, 3/17 • VF Intro, Method, Results, Disc max length = 12 pages
▪ Submit hard copy of VF Intro & Method draft to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 3/3. Staple pages of manuscript. Submit in a 9 x 12 sealed envelope. Print your name & lab # on the envelope.		

▪ Submit hard copy of VF Intro & Method draft to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 3/3. Staple pages of manuscript. Submit in a 9 x 12 sealed envelope. Print your name & lab # on the envelope.		
Date	In class	Prep for next wk
wk 7 3/1 – 3/7	<ul style="list-style-type: none"> • Peer review of Intro & Method of VF paper (50 min) • Stats, SPSS, counterbalancing (mixed design), part 1, p. 473-483 	<ul style="list-style-type: none"> • Continue work on VF paper – to include Title page, Abstract, Intro, Method, Results, Disc, References • Complete VF data analysis by lect on R, 3/12. Bring Qs to lect. • Write draft of VF Results, test 1 due on T, 3/10.
▪ Submit hard copy of VF Results, test 1 to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 3/10. Submit in a 9 x 12 sealed envelope. Print your name & lab # on the envelope.		
wk 8 3/8 – 3/14	<ul style="list-style-type: none"> • Peer review of VF test 1 results (15 min) • Stats, SPSS, counterbalancing, (mixed design), part 2, p. 473-483 • In teams, outline a proposal of a study that would address an unanswered conceptual question raised by one of the VF papers or our expt. (TAs assign lit to teams.) What is/are the Qs (gap, purpose) & how could it/they be tested (design, operations)? Present proposals to lab. 	<ul style="list-style-type: none"> • Complete VF paper – to include Title page, Abstract, Intro, Method, Results, Disc, References • Compile a list of areas of psych research to be shared during wk 9
▪ Submit hard copy of final VF paper (Title page, Abstract, Intro, Method, Results, Disc, References) <u>AND</u> peer review to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 3/17. – Intro, Method, Results, Disc may not exceed 12 pages – Submit manuscript <u>& peer reviewed draft</u> in a sealed 9 x 12 envelope. – Print your name & lab # on the envelope.		
wk 9 3/15 – 3/21	<ul style="list-style-type: none"> • Reliability (Cronbach's α), p. 484-488 • Theories & effects • Breadth of psychological research. Discuss lists of areas of psych research • Requirements for research proposal (RP), p. 489-491 	<ul style="list-style-type: none"> • Revise, edit, complete VF paper • Read Ray, Ch.4, Ethics
▪ Exam 2 is on R, 3/26.		
wk 10 3/22– 3/28	<ul style="list-style-type: none"> • Ethics, including ethics of class studies • Lit searches, including search for reliable, valid measures 	<ul style="list-style-type: none"> • Continue lit. search • Write one-page double-spaced pre-proposal & tentative reference list (5+ empirical papers for Intro) • Read former student's IP, p, 492-507.
wk 11 3/29– 4/4	Spring break	
wk 12 4/5 – 4/11	<ul style="list-style-type: none"> • Discuss tentative ideas for RPs • In TA assigned pairs, critically evaluate Intro & Method of IP, p.492- 502, as though it was a RP 	<ul style="list-style-type: none"> • Refine, develop research proposals • Final manuscript to include Title page, Intro, Method, References, Appendices • Pre-proposal & references due on T, 4/14. Save your doc. Begin a RP portfolio. • Print all articles that you will cite in your RP, including those for Method
▪ Submit pre-proposal & reference list to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 4/14.		




Date	In class	Prep for next wk
wk 13 4/12 – 4/18	• Discuss pre-proposals (~ 5 min/student)	• Write draft of RP Intro & Method to be peer-reviewed during wk 14
▪ Submit hard copy of RP Intro & Method draft to TA's mailbox by 12:45 (lect 1) or 2:15 (lect 2) on T, 4/21. Staple pages of manuscript. Submit in a 9 x 12 sealed envelope. Print your name & lab # on the envelope.		
wk 14 4/19- 4/25	• Peer review of RP Intro & Method (50 min) • Appendices & guidelines for oral presentations • Determine dates & order of RP presentations	• Revise, edit RP manuscript • Construct RP Appendices • Prepare RP slides. Determine strategies to involve labmates
▪ Students who are presenting during wk 15, send RP oral slides to TA by 8:00 pm on M, 4/26. In email, subject: Your name		
wk 15 4/26- 5/2	• RP oral presentations, part 1 (~ 10 min/student)	
▪ Students who are presenting during wk 16, send RP oral slides to TA by 8:00 pm on M, 5/4.		
wk 16 5/3-5/7	• RP oral presentations, part 2 (~ 10 min/student)	
▪ Exam 3 is on R, 5/7.		

January 2015








****ALL SUBMISSIONS TO TA MAILBOXES SHOULD BE IN SEALED 9 X 12 ENVELOPES****

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
18 wk 1	19	20 Lect & lab begin	21	22	23	24
25 wk 2	26	27 IC lit disc in lab	28 IC lit disc in lab	29 IC lit disc in lab	30	31





February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1  wk 3	2	3 IC Intro & Method draft due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2) Peer review in lab	4 Peer review in lab	5 Peer review in lab	6	7
8 wk 4	9	10 IC final paper & CITI doc due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2)	11	12	13	14 
15 wk 5	16 Send VF lit, part 1, slides to TA by 8:00 pm	17 VF lit, part 1, disc in lab	18 VF lit, part 1, disc in lab	19 VF lit, part 1, disc in lab	20	21
22 wk 6	23 Send VF lit, part 2, slides to TA by 8:00 pm	24 VF lit, part 2, disc in lab VF data due @ noon. Submit to box near TAs' mailboxes	25 VF lit, part 2, disc in lab Optional Q & A, 6:30-7:30, room 121	26 VF lit, part 2, disc in lab  Exam 1	27	28


March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 wk 7	2	3 VF Intro & Method draft due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2) Peer review in lab	4 Peer review in lab	5 Peer review in lab	6	7
8  wk 8	9	10 VF draft of test 1 Results due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2) Test 1 peer review in lab	11 Test 1 peer review in lab	12 Finish analyzing data, drafting Results of VF data by lect. Q & A on VF Results in lect. Test 1 peer review in lab	13	14 π
15 wk 9	16	17  VF final paper due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2)	18	19	20 	21
22 wk 10	23	24	25 Optional Q & A, 6:30-7:30, room 121	26  Exam 2	27	28
29  wk 11	30 	31 				

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
wk 11			1 	2 	3 	4 
5 wk 12	6	7	8	9	10	11
12 wk 13	13	14 Pre-proposal due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2)	15	16	17	18
19 wk 14	20	21 RP draft due in TA's mailbox @ 12:45 (lect 1) or 2:15 (lect 2) RP peer review in lab	22 RP peer review in lab	23 RP peer review in lab	24	25
26 wk 15	27 Send RP oral slides, part 1, to TA by 8:00 pm	28 Final RP due in lect RP orals, part 1	29 RP orals, part 1	30 RP orals, part 1		

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
wk 15					1	2
3 wk 16	4 Send RP oral slides, part 2, to TA by 8:00 pm	5 RP orals, part 2	6 RP orals, part 2 Optional Q & A, 6:30-7:30 in room 121	7 RP orals, part 2  Exam 3		

Email. Feel free to write to us. However, please assume that we have not read your messages unless you receive responses. When you write to us, please use descriptive, specific subjects (i.e., not Psych 225, not Research Methods, not RP, not Important). If you write to your TA, include (cc)Tina Winston. All of us want to answer your questions & address your concerns. Please check mail often.

Keys to success. Although likely true in all classes, you are very likely to be successful in 225 if you: Attend lecture & lab regularly, are disciplined/avoid procrastination (follow the syllabus), submit all assignments on time, apply feedback on drafts and prior papers, budget your time appropriately (use point values as a guide), are actively involved (ask questions in lecture & lab, meet with classmates), seek help when you need it, and maintain a positive attitude! Try hard to really focus during class sessions. Do not engage in private conversations during class. If you miss lab, please email your TA with an explanation on the day of your absence. If s/he does not hear from you, you will receive a query from him/her.

Electronic devices. During lecture & lab, you may only use electronic devices to take notes. Texting, tweeting, sending email, checking facebook, etc. are not allowed during class.

UW Writing Center. Consider taking advantage of the services available at the Writing Center & the center's website (www.wisc.edu/writing/) concerning writing in APA style.

SPSS. The Statistical Package for the Social Sciences, is available in the 225 labs (rooms 126 & 164). It also is available at Memorial Library, College Library, Union South, and many dorm TLCs.

Dates. Please understand that you are required to submit/perform all assignments at the indicated dates/times & to take all exams at the indicated dates/times. Should a true emergency arise, you should speak directly to Tina Winston, not your TA. Paper grades will be lowered one grade (e.g., A → AB) for each day that they are late, including weekend days. Drafts submitted late will not be credited. Deductions follow other late submissions (e.g., CITI doc, presentation slides, pre-proposal). Do not leave printing to the last minute. If you do not have a printer or have one that is unreliable, budget extra time so that you meet all deadlines. Missed VF or RP orals will result in a score of zero.

Peer reviews. All peer reviews will be conducted during lab. Partners will be assigned by TAs & rotated. Electronic passage of papers is strictly prohibited. Peer reviews conducted outside of lab should not occur & will not be credited.

Save all files on personal media. Never save files on hard drives in 225 labs. **Always back-up files!**

Ethics of being a student in the Department of Psychology:

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams,

stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Any evidence of collaboration or other unethical behavior (e.g., plagiarism, submission of fraudulent data, submission of repurposed or dual-purposed manuscript) will result in discipline for academic misconduct. See Ethics below and Rules & Procedures for Academic Misconduct: A Guide for Students <http://www.wisc.edu/students/conduct.htm>

Instructional Accommodation Statement:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform their instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

If you should receive accommodations as outlined by the McBurney Center, we are happy to assist you. Please specify how we may accommodate you as soon as possible so that we have time to make arrangements.

Complaints:

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If the complaint is about the instructor and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Department Chair, Professor H. Hill Goldsmith (chair@psych.wisc.edu).

If your complaint has to do with sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Assistant Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you believe that the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the Office of Equity and Diversity, Room 179-A Bascom Hall (www.oed.wisc.edu)

Table of Contents of Course Pack: Lecture

Statistical materials for Section 1

1. To accompany Chapter 5: Description of behavior via numerical representation (variance & SD) – p. 1
2. Ethnicity x opinion: Chi square – p. 2-8
3. Partitioning SS & df, single & two factor between Ss and single factor within Ss – p. 9-10
4. Tables: F, t, q – p. 11-14
5. Stroop Study 1 (between Ss) – p. 15-21
6. Power of the F test – p. 22
7. Stroop Study 2 – p. 23-25
8. Comparing Stroop studies – p. 26
9. Stroop Study 1 if within Ss – p. 27-28
10. Impact of intervention on depression (contrast t tests) – p. 29-31
11. Applying power principles – p. 32-34
12. A priori v. post hoc tests – p. 35
13. Reward size x Drive magnitude – p. 36-43
14. Mood x Attractiveness of confederate, including writing guide – p. 44-52

Articles for Section 1

1. Stanovich, K. E. (1998). *How to Think Straight about Psychology* (5th ed). New York, NY: Longman. Ch. 2: Falsifiability: A discourse on how to foil little green men in the head. – p. 53-61
- Carey, B. (2011, January 5). Journal's paper on ESP expected to prompt outrage. *The New York Times*. Retrieved January 5, 2012, from <http://www.nytimes.com> – p. 62-65
- Kirk, S. (2012). Pictures power 'truthiness.' The Southland Times. Retrieved August 14, 2012, from <http://www.stuff.co.nz/southland-times> – p. 66
2. Madigan, R., Johnson, S., & Linton, P. (1995). The language of psychology: APA style as epistemology. *American Psychologist*, 50, 428-436. – p. 67-76
3. Fiske, D. W., & Fogg, L. (1990). But the reviewers are making different criticisms of my paper! Diversity and uniqueness in reviewer comments. *American Psychologist*, 45, 591-598. – p. 78-87

Articles for Section 2

- Belson, K. (2013, December 25). New tests for brain trauma create hope, and skepticism. *The New York Times*. Retrieved January 4, 2014, from <http://www.nytimes.com> – p. 89-92
4. Cecil, H., & Pinkerton, S.D. (1998). Reliability and validity of a self-efficacy instrument for protective sexual behaviors. *Journal of American College Health*, 47, 113-121. – p. 93-104
5. Schmitt, B. H., Gilovich, T., Goore, N., & Joseph, L. (1986). Mere presence and social facilitation: One more time. *Journal of Experimental Social Psychology*, 22, 242-248. – p. 106-110
6. Bray, R. M., & Sugarman, R. (1980). Social facilitation among interacting groups: Evidence for the evaluation apprehension hypothesis. *Personality and Social Psychology Bulletin*, 6, 137-142. – p. 112-116
7. Green, D. (1974). Dissonance and self-perception analyses of "forced compliance": When two theories make competing predictions. *Journal of Personality and Social Psychology*, 29, 819-828. – p. 117-128

Reality/decision table – p. 129

8. Berkowitz, L. (1992). Some thoughts about conservative evaluations of replications. *Personality and Social Psychology Bulletin*, 18, 319-324. – p. 131-137
9. Bushman, B.J., & Wells, G.L. (2001). Narrative impressions of literature: The availability bias and the corrective properties of meta-analytic approaches. *Personality and Social Psychology Bulletin*, 27, 1123-1130. – p. 138-147
10. Steele, K. M., Bass, K. E., & Crook, M. D. (1999). The mystery of the Mozart effect: Failure to replicate. *Psychological Science*, 10, 366-369. – p. 149-154

Notes corresponding to Ray, Ch. 8: Control – p. 155-159

Articles for Section 3

11. Page, R. A. & Moss, M. K. (1975). Attitude similarity and attraction: The effects of the bogus pipeline. *Bulletin of the Psychonomic Society*, 5, 63-65. – p. 161-164
12. Rojahn, J., Komelasky, K.G., & Man, M. (2008). Implicit attitudes and explicit ratings of romantic attraction of college students toward opposite-sex peers with disabilities. *Journal of Developmental and Physical Disabilities*, 20, 389-397. – p. 165-171
13. Nichols, A.L., Maner, J.K. (2008). The good-subject effect: Investigating participant demand characteristics. *The Journal of General Psychology*, 135, 151-165. – p. 173-189
- Carey, B. (2006, May 9). In men, ‘trigger-happy’ may be a hormonal response. *The New York Times*. Retrieved January 5, 2012, from www.nytimes.com – p. 190
14. Gross, A. M., Bennett, T., Sloan, L., Marx, B. P., & Juergens, J. (2001). The impact of alcohol and alcohol expectancies on male perception of female sexual arousal in a date rape analog. *Experimental and Clinical Psychopharmacology*, 9, 380-388. – p. 191-203
15. Clayton, R.B., Osborne, R.E., Miller, B.K., & Oberle, C.D. (2013). Loneliness, anxiousness, and substance use as predictors of Facebook use. *Computers in Human Behavior*, 29, 687-693. – p. 204-212

Notes corresponding to Ray, Ch. 12: Quasi-experimental designs – p. 213-216

- Bakalar, N. (2005, May 3). Ugly children may get parental short shrift. *The New York Times*. Retrieved January 2, 2010, from <http://www.nytimes.com>. – p. 217
16. Langlois, J. H., Ritter, J. M., Casey, R. J., & Sawin, D. B. (1995). Infant attractiveness predicts maternal behavior and attitudes. *Developmental Psychology*, 31, 464-472. – p. 218-233
 17. Rieger, G., Chivers, M.L., & Bailey, J.M. (2005). Sexual arousal patterns of bisexual men. *Psychological Science*, 16, 579-584. – p. 235-241
 18. Rosenthal, A.M., Sylva, D., Safron, A., & Bailey, J.M. (2011). Sexual arousal patterns of bisexual men revisited. *Biological Psychology*, 88, 112-115. – p. 235, 242-245
 19. Kramer, A.D.I., Guillory, J.E., & Hancock, J.T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *PNAS*, 111, 8788-8790. – p. 247-250. See Learn@UW for preview Qs.
 20. Kahn, J.P., Vayena, E., & Mastroianni, A.C. (2014). Opinion: Learning as we go: Lessons from the publication of Facebook’s social-computing research. *PNAS*, 111, 13677-13679. – p. 251-253. See Learn@UW for preview Qs.

21. Mook, D. G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387. – p. 255-264
 22. Fisher, C. B., & Fyrberg, D. (1994). Participant partners: College students weigh the costs and benefits of deceptive research. *American Psychologist*, 49, 417-427. – p. 265-277
 23. Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5, 127-134. – p. 279-287
- Wade, N. (2010, August 20). Harvard finds scientist guilty of misconduct. *The New York Times*. Retrieved January 5, 2011, from <http://www.nytimes.com> – p. 288-290
- Gardner, A. (2011, January 6). Doctor behind study linking vaccine to autism accused of ‘deliberate fraud.’ *Newsday*. Retrieved January 6, 2011, from <http://newsday.com> – p. 291-293
- Carey, B. (2011, November 3). Fraud case seen as red flag for psychology research. *The New York Times*. Retrieved January 5, 2012, from <http://www.nytimes.com> – p. 294-296

Table of Contents of Course Pack: Lab

On Learn@UW you will find excerpts of the *Publication Manual of the American Psychological Association*

Ch. 2. Manuscript structure and content

Ch. 3. Writing clearly and concisely

Ch. 6. Crediting sources

Title page – p. 299

Writing an Abstract – p. 300

Writing an Introduction – p. 301-303

Writing a Method section – p. 304

Writing a Results section – p. 305-306

Writing a Discussion – p. 307

▪ Literature for Paper 1: IC – p. 309-373

Hamilton, D.L., & Gifford, R.K. (1976). Illusory correlation in interpersonal perception: A cognitive bias of stereotypic judgments. *Journal of Experimental Social Psychology*, 12, 392-407.

Johnson, C., Schaller, M., & Mullen, B. (2000). Social categorization and stereotyping: ‘You mean I’m one of “them”?’ *British Journal of Social Psychology*, 39, 1-25.

McConnell, A.R. (2001). Implicit theories: Consequences for social judgments of individuals. *Journal of Experimental Social Psychology*, 37, 215-227.

Sanbonmatsu, D.M., Shavitt, S., & Sherman, S.J. (1991). The role of personal relevance in the formation of distinctiveness-based illusory correlations. *Personality and Social Psychology Bulletin*, 17, 124-132.

Writing & grammar – p. 375

Acknowledging, paraphrasing, & quoting sources: Plagiarism. UW Writing Center – p. 376-378

Gabriel, T. (2010, August 1). Plagiarism lines blur for students in digital age. *The New York Times*. Retrieved August 1, 2010, from <http://www.nytimes.com> – p. 379-382

Plagiarism and self-plagiarism, *Publication Manual of the American Psychological Association* – p. 383-384

Peer review – p. 385-387

Statistics, part 1 – p. 388-403

▪ Literature for Paper 2: VF – p. 405-472

Kissler, J., Herbert, C., Peyk, P., & Junghofer, M. (2007). Buzzwords: Early cortical responses to emotional words during reading. *Psychological Science*, 18, 475-480.

Koriat, A. (1997). Monitoring one's own knowledge during study: A cue-utilization approach to judgments of learning. *Journal of Experimental Psychology: General*, 126, 349-370.

Maddox, G.B., Naveh-Benjamin, M., Old, S., & Kilb, A. (2012). The role of attention in the associative binding of emotionally arousing words. *Psychonomic Bulletin Review*, 19, 1128-1134.

Mueller, M.L., Dunlosky, J., Tauber, S.K., & Rhodes, M.G. (2014). The font-size effect on judgments of learning: Does it exemplify fluency effects or people's beliefs about memory? *Journal of Memory and Language*, 70, 1-12.

Sungkhasettee, V.W., Friedman, M.C., & Castel, A.D. (2011). Memory and metamemory for inverted words: Illusions of competency and desirable difficulties. *Psychonomic Bulletin Review*, 18, 973-978.

Zimmerman, C.A., & Kelley, C.M. (2010). I'll remember this! Effects of emotionality on memory predictions versus memory performance. *Journal of Memory and Language*, 62, 240-253.

Statistics, part 2 – mixed ANOVA, counterbalancing: Distraction x concreteness on recall – p. 473-483

Reverse scoring procedure & reliability – p. 484-488

Research Proposal – p. 489-491

Independent Project manuscript of former student (225 as Experimental Psych, not Research Methods) – p. 492-507