Psychology 301 Lab Section 207

Instructor: Heather Mullins
Office: Robinson B 213C
Office Hours: Thursday 10:30-11:30 A.M.

Meeting Time: Monday 12:30-2:20 P.M.
Room: Innovation Hall 333

Phone: (703) 993-3706 x40123
Email: hmullin1@gmu.edu

Required Materials:


Optional Materials:
*Publication Manual of the American Psychological Association* (6th ed.).

This text is optional. If you plan on pursuing a career in Psychology, or attending graduate school, this is a good book to purchase. Most of the information in this book is also available online at apa.org.

Course Goals:
The goals of the lab are to: reinforce understanding of experimental design; learn scientific report writing in psychology using APA format; understand and apply statistical principles in research design; and facilitate understanding of the role of experimentation in the psychological sciences.

This lab course fulfills the Writing Intensive requirement in the psychology major. It does so through one full APA paper and a research proposal (paper 1 and the final proposal). Each assignment is completed through a draft/feedback/revision process. The schedule of due dates is on the syllabus. It is required that students successfully complete all written assignments in order to meet the writing intensive requirement. Students who fail to meet the writing intensive requirement will not pass the course.

Quizzes:
One or two quizzes will be given, each worth 10 points.

Grade:
This lab counts for 40% of the total grade for Psychology 301. Grading will be based on course attendance, participation, in-class activities, quizzes, and homework assignments.

Class Participation 50 points
Quizzes/Additional Assignments 20 points
Critique 15 points
Observation Assignment Data Collection 10 points
Observation Write-up (Method & Results Sections) 15 points
Correlational Study Write-up (Method & Results Sections) 15 points
Introduction Draft (Paper 1) 20 points
Discussion Draft (Paper 1) 10 points
Completed Paper 1 100 points
Abstract Assignment (Final Proposal) 10 points
Outline (Final Proposal) 10 points
Proposal Draft optional
Final Proposal 100 points
Final Proposal Presentation 25 points

Total 400 points

Honor Code:
George Mason University has an honor code that states the following:

_To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:_

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Disabilities:
If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Important Administrative Dates:
02/02 Last day to add classes
02/19 Last day to drop classes
02/22-03/26 Selective withdrawal period
03/08-03/14 Spring Recess

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment (Due ON THE DAY listed)</th>
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<tbody>
<tr>
<td>01/25</td>
<td>Introduction, Syllabus</td>
<td></td>
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<tr>
<td>02/08</td>
<td>APA Format, Methods and Results</td>
<td>Complete observational study DUE Compile/summarize data DUE</td>
</tr>
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<td>02/15</td>
<td>Survey Research</td>
<td>Dunn pages 93-99</td>
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Method and Results Sections Observational Study DUE

<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>02/22</td>
<td>In-Class Experiment—Basis of the First Paper</td>
<td>Bring copy of correlation to class</td>
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<tr>
<td>03/01</td>
<td>Instruction on Writing an Introduction Section</td>
<td>Dunn Ch 6; 58-63</td>
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<tr>
<td></td>
<td>Method and Results Section for Correlational Study</td>
<td></td>
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<tr>
<td>03/08</td>
<td>Spring Recess—No Class</td>
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<tr>
<td>03/15</td>
<td>Instruction on Writing a Discussion Section</td>
<td>Dunn pages 99-102</td>
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<tr>
<td></td>
<td>Instruction on Writing a Discussion Section</td>
<td>Rough Draft of Introduction DUE</td>
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<tr>
<td>03/22</td>
<td>Peer Reviews of Discussion Sections</td>
<td>Dunn pages 99-102</td>
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<td></td>
<td>Peer Reviews of Discussion Sections</td>
<td>Rough Draft of Discussion Section DUE</td>
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<td>03/29</td>
<td>Final Proposal Guidelines</td>
<td>First Paper DUE</td>
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<tr>
<td>04/05</td>
<td>Discussion of Proposals</td>
<td>Abstract Assignment Literature Review—5 references minimum DUE</td>
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<td>04/12</td>
<td>Abstract/Basic Ideas Presented in Class</td>
<td>Outline on Proposal Topic DUE</td>
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<td>04/19</td>
<td>Problems/Progress of Final Projects</td>
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<tr>
<td>04/26</td>
<td>Peer Reviews and Draft Reviews</td>
<td>Rough Draft of Proposal DUE</td>
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<td>05/03</td>
<td>Final Proposals</td>
<td>Final Proposals DUE</td>
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<td></td>
<td>Presentations of Proposals</td>
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*Changes in assignments and due dates will be announced in class.

Point Guidelines for Papers

Point guideline for Paper 1

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<th>Points</th>
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<tr>
<td>Abstract</td>
<td>10</td>
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<tr>
<td>Introduction</td>
<td>25</td>
</tr>
<tr>
<td>Method</td>
<td>18</td>
</tr>
<tr>
<td>Design</td>
<td>2</td>
</tr>
<tr>
<td>Participants</td>
<td>2</td>
</tr>
<tr>
<td>Materials/Apparatus</td>
<td>4</td>
</tr>
<tr>
<td>Procedure</td>
<td>10</td>
</tr>
<tr>
<td>Results - written</td>
<td>12</td>
</tr>
<tr>
<td>Figure/Table</td>
<td>6</td>
</tr>
<tr>
<td>Discussion</td>
<td>12</td>
</tr>
<tr>
<td>Reference Page</td>
<td>5</td>
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<tr>
<td>Overall paper quality</td>
<td>10</td>
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Point Guideline for Final Proposal Assignment

Abstract 5 points
Introduction 35 points
  Hypothesis 5 points
Method 30 points
Results/analysis plan and expected outcome 5 points
Potential Conclusions 5 points
References 5 points
Overall paper quality 10 points

Final Proposal Guidelines - Psychology 301

The last/second full writing assignment project is to be a proposal for an experiment that is original (or a partial replication) experiment relevant to topics in psychology. The student may “propose” a project from any area of psychology. Correlational or observational studies are acceptable but studies with at least one variable to manipulate are encouraged.

Students are required to write the proposal using APA format. A minimum of five references is required. The proposals must be projects that are plausible in that the project could realistically be completed. For example, if I wanted to test 100 amnesic patients, it would not be plausible because it would be extremely unlikely that I would have access to 100 amnesic patients.

Since this is a proposal of research to be conducted in the future, the paper should be written in the future tense: Below are a few examples:

a. “The present project is designed to investigate whether older and younger adults differ in their memory for verbal material”
b. “The participants will be tested in groups of 6-10 in a laboratory setting.”
c. Participants will be presented with lists of words from…….”

The proposals must include the following:

1. An Introduction section that states the main area of the proposed research and then includes a review of the relevant literature that is directly related to the proposed research plan. It should also state the research question of interest and then state the hypothesis, usually at the end of the introduction.

2. A Method section that includes a Design section (e.g., a 2 X 2 mixed factorial), Participants section, Materials section and Procedure section. All of the sections should be written in appropriate APA format.

3. An Analysis Plan section should briefly describe how the data would be analyzed and what the expected result might be based on the hypothesis. For example, if a correlational study is done, the student would write something such as “A Pearson-product correlational analysis will be conducted to determine the strength and direction of the correlation between anxiety and depression. It is expected that the correlation
between these variables would be........... because......” This part should have only a few sentences.
- Do not “make up” findings, but rather mention the likely findings/direction of the outcome based on previous findings.

4. A **Conclusion** section (based on potential/possible outcomes) should include the following:
   a. What would this research contribute to the literature if the hypothesis were supported?
   b. A discussion of what would be done next if the hypothesis were supported. In other words, what would be the next step in the research or what would the researcher do next.
   c. Additional ideas if the hypothesis were not supported could be added. Of course, this would be hypothetical.
   d. Limitations of the study.
   e. This should be only a paragraph or two at most.

5. An **Abstract** should be included as well. Students will include an expected outcome rather than a real outcome. Again the text should be written in the future tense. For example, “It is expected that older adults would recall fewer words than younger adults.”

All students must attach the measures/materials to be used (e.g., a survey). An exception will be made if the survey would have to be purchased by the student. However, this is a rare exception.

**Important note:**

When the final proposals are turned in to the lab instructor, the following are required to be included with the final paper.
   a. **One paper copy of the students’ completed proposal**
   b. A copy of all articles referenced in the report
   c. Copies of all measures that are to be used (unless they are surveys that must be purchased) in an appendix.
   d. An electronic copy of the proposal sent to the student’s TA, which will be stored on a flash drive for future reference paper and kept by Dr. Chrosniak.
   e. If all of these materials are not included, there will be an **automatic letter grade reduction (e.g., from an A down to a B).**

**Final Presentation**

Each student is required to present the proposal to his/her classmates the last day of lab class. It is an opportunity for students to demonstrate to their classmates what kind of research they are interested in and what they think their study would reveal. This presentation should not be considered “scary.” Rather it is a chance for each student to speak to his/her classmates about the proposed project and to practice speaking in front of others. See the Dunn book (pages 194-195) on presentations.