

## Psychology 301 Lab Section 207

Instructor: Heather Mullins

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Office Hours: Thursday 10:30-11:30 A.M.

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Meeting Time: Monday 12:30-2:20 P.M.

Room: Innovation Hall 333

### Required Materials:

Dunn, D.A. (2008). *A short guide to writing about psychology* (2<sup>nd</sup> ed.). New York, NY: Pearson Longman.

Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2009). *Research methods in psychology* (8<sup>th</sup> ed.). Boston, Massachusetts: McGraw Hill.

### Optional Materials:

*Publication Manual of the American Psychological Association* (6<sup>th</sup> 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](http://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
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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

Date	Topic	Reading/Assignment (Due ON THE DAY listed)
01/25	Introduction, Syllabus	
02/01	Observational Research	Darley, J.M. and Latane, B. (1968). Bystander intervention in emergencies: diffusion of responsibility. <i>Journal of Personality and Social Psychology</i> , 8 (4), 377-382.  Dunn pages 46-52; 115  Journal Critique DUE
02/08	APA Format, Methods and Results	Complete observational study DUE Compile/summarize data DUE
02/15	Survey Research	Dunn pages 93-99

		Method and Results Sections Observational Study DUE
02/22	In-Class Experiment—Basis of the First Paper	Bring copy of correlation to class
03/01	Instruction on Writing an Introduction Section	Dunn Ch 6; 58-63 Method and Results Section for Correlational Study DUE
03/08	Spring Recess—No Class	
03/15	Instruction on Writing a Discussion Section	Rough Draft of Introduction DUE Obtain and Read Article
03/22	Peer Reviews of Discussion Sections	Dunn pages 99-102 Rough Draft of Discussion Section DUE
03/29	Final Proposal Guidelines	First Paper DUE
04/05	Discussion of Proposals	Abstract Assignment Literature Review—5 references minimum DUE
04/12	Abstract/Basic Ideas Presented in Class	Outline on Proposal Topic DUE
04/19	Problems/Progress of Final Projects	
04/26	Peer Reviews and Draft Reviews	Rough Draft of Proposal DUE
05/03		Final Proposals DUE Presentations of Proposals

\*Changes in assignments and due dates will be announced in class.

### Point Guidelines for Papers

#### Point guideline for Paper 1

Title page	2 points
Abstract	10 points
Introduction	25 points
Method	18 points (total)
Design	2 points
Participants	2 points
Materials/Apparatus	4 points
Procedure	10 points
Results - written	12 points
Figure/Table	6 points
Discussion	12 points
Reference Page	5 points
Overall paper quality	10 points

## 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.