

# W2 Course Review Form

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To apply for a W2 designation for your course, please fill out the form below and include the following materials:

1. The W2 Course Review Form. Respond to the questions in the form below. The form covers three areas of focus:
  - a. **Writing Assignments**
  - b. **Writing Instruction**
  - c. **Writing Assessment**
2. A draft of the **course syllabus and schedule**. The syllabus should explain to students why writing is important in this class and what they will learn.
3. Any supporting documents that demonstrate the course's **writing assignments, writing instruction, and writing assessment**.

**## Please submit all application materials in a single PDF to the W2 convenor ##**

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1. Instructor name: Colleen Kase

Instructor program/school: PSYC/SOBL

Course acronym, number, & title: PSYC 3232: Experimental Psychology

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2. **Writing Assignments:** What will students write in the course? What will students learn about writing through those assignments? In the table below, describe at least THREE (3) separate writing assignments. Specify whether it's a major or minor assignment and list the writing-related learning objectives for each assignment.

Writing Assignment & Description	Major or minor assignment?	Writing-related Learning Objectives for the assignment
Writing Assignments (5 total) – Students read one to three research articles, then respond to prompts directing them to identify and explain key characteristics of the studies (e.g., hypotheses, operational definitions, research design, results, etc.).	Minor (4% each)	<ul style="list-style-type: none"> <li>• Become familiar with the conventions for writing about research in psychology.</li> <li>• Describe basic research methodology and findings.</li> <li>• Develop clarity and precision of scientific writing.</li> </ul>
Introduction – Students will write an introduction section based on their original research project. They will explain the importance of the topic, summarize existing literature (including at least five empirical journal articles), identify gaps in the literature, and present	Minor (5%)	<ul style="list-style-type: none"> <li>• Develop competency with writing introduction sections suitable for psychological research.</li> <li>• Describe the importance of one's research.</li> <li>• Summarize and evaluate previous research.</li> <li>• Identify gaps in the literature.</li> </ul>

their hypothesis or hypotheses.		<ul style="list-style-type: none"> <li>• Write clear and logical hypotheses.</li> </ul>
Methods – Students will write a methods section based on their original research project. This will include a description of their participants, materials, and procedures.	Minor (5%)	<ul style="list-style-type: none"> <li>• Develop competency with writing methods sections suitable for psychological research.</li> <li>• Clearly describe participants, materials, and procedures used in research.</li> </ul>
Results – Students will write a results section based on their original research project. This will include a written description of their statistical results, as well as a visualization of their data.	Minor (5%)	<ul style="list-style-type: none"> <li>• Develop competency with writing results sections suitable for psychological research.</li> <li>• Clearly present the results of statistical tests.</li> <li>• Generate effective data visualizations and use them in the research narrative.</li> </ul>
Discussion - Students will write a discussion section based on their original research project. They will interpret their results, contextualize their results in the existing body of literature, draw conclusions from their findings, and identify limitations of their research.	Minor (5%)	<ul style="list-style-type: none"> <li>• Develop competency with writing discussion sections suitable for psychological research.</li> <li>• Interpret statistical results in layperson’s terms.</li> <li>• Place original research in the context of existing literature.</li> <li>• Draw logical conclusions based on original research.</li> <li>• Identify limitations of original research.</li> </ul>
Final Research Report – After receiving feedback on the introduction, methods, results, and discussion sections described above, students will revise their sections and combine them into a complete research report.	Major (20%)	<ul style="list-style-type: none"> <li>• Develop competency with writing research reports following the conventions of psychology.</li> <li>• Revise one’s work based on feedback.</li> <li>• Increase continuity between sections to develop a compelling, cohesive whole.</li> </ul>

3. **Writing Instruction:** What will you teach students about writing? And how will you teach writing in this course? Please describe at least TWO (2) lesson plans that will help students learn something about writing. Lesson plans should describe (a) the goal or purpose of the lesson; (b) what assignment or objective the lesson specifically supports; and (c) how you will facilitate the lesson. Please make sure to attach any teaching materials or documents that help facilitate the lesson.

*Note: The Writing Advisory Committee is particularly interested in how the lesson plans align with your learning objectives, the writing assignments, and/or how you will assess student writing.*

- **Identifying Gaps in the Literature and Developing Hypotheses lesson**

- Goal: Teach students how to identify gaps in research literature on a given topic and develop hypotheses based on these gaps.
- Aligned with learning objectives: Identify gaps in the literature; write clear and logical hypotheses; develop competency with writing introduction sections suitable for psychological research.
- Supports the Introduction and Final Research Report assignments
- Plan:
  - Introduce students to the concept of research gaps.
  - Provide suggestions for identifying gaps in the literature on a topic (e.g., reading future directions section, looking for keywords).
  - Provide guidelines for how to highlight a gap in writing.
  - Using three related research articles, students will work in small groups to identify and write statements about research gaps in a topic area (*please see attached instructions*).
  - Provide guidelines for writing clear, logical hypotheses based on a research gap.
  - Students will practice writing hypotheses for their own research projects. They will turn these in and receive feedback.

- **Writing Compelling Introductions lesson**

- Goal: Teach students about structures underlying effective introduction sections for scientific research articles in the field of psychology.
- Aligned with learning objective: Develop competency with writing introduction sections suitable for psychological research.
- Supports the Introduction and Final Research Report assignments
- Plan:
  - Introduce students to various structures for introduction sections in psychology (e.g., general to specific; big question first; real-world impact first).
  - Encourage students to consider introduction sections as both an informative (i.e., what is this study about?) and persuasive (i.e., why should I care?) exercise.
  - Engage in conversation about the strengths and weaknesses of various approaches in terms of both information and persuasion.
  - Using articles that students have already read for the Writing Assignments, students will identify the structure of the introduction sections and critique the introduction sections in small groups (*please see attached instructions*).

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4. **Assessment:** What is your method of responding to student writing? What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? What tools do you use to support your responses to student writing such as rubrics, grading contracts, Google comments, etc? Please make sure to attach any materials or documents you use to support your responses to student writing.

*Note: The committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of assigning grades.*

- **Writing Assignments**

- Each Writing Assignment is supported by an "Article Discussion." Students come to class having submitted a rough draft of their writing assignment (graded for completion only), and the class collaboratively discusses the articles and any difficulties related to scientific writing. Students are encouraged to make edits to their rough draft before submitting a final draft.
- Detailed rubrics are provided for each writing assignment.
- Based on the rubric, I provide feedback on students' final drafts using Blackboard annotation tools.
  - Because these are early assignments, most of my feedback is focused on whether students have accurately answered each question.
  - As noted in the rubrics, I also provide feedback about whether students' answers meet expectations in terms of clarity, level of detail, and conventions for scientific language in the field of psychology (e.g., appropriately summarizing statistical results in Assignment #5).

- **Introduction Section**

- Students submit as a first draft.
- Detailed rubric is provided.
- Based on the rubric, I provide feedback on students' first drafts using Blackboard annotation tools.
  - I provide feedback on the content of students' Introduction sections (i.e., discussion of topic's importance, inclusion of five relevant empirical articles, review of the literature highlighting relevant themes, statement of the research gap, description of methods and hypotheses).
  - As noted in the rubric, I also provide feedback on organization (e.g., is the review of the literature logically organized and easy to follow?), clarity (e.g., is the hypothesis clearly and simply stated?), and persuasiveness (e.g., has the student successfully made the point that their topic is important?).

- **Methods Section**

- Students submit as a first draft.
- Detailed rubric is provided.
- Based on the rubric, I provide feedback on students' first drafts using Blackboard annotation tools.
  - I provide feedback on the content of students' Methods sections (i.e., description of participants, materials, and procedure).
  - As noted in the rubric, I also provide feedback on clarity and completeness (e.g., is the description of the procedure clear and detailed enough that another researcher could replicate it?).

- **Results Section**

- Students submit as a first draft.
- Detailed rubric is provided.
- Based on the rubric, I provide feedback on students' first drafts using Blackboard annotation tools.
  - I provide feedback on the content of students' Results sections (i.e., description of descriptive statistics, inferential statistics, and effect size and inclusion of figure).
  - As noted in the rubric, I also provide feedback on clarity (e.g., is the description of inferential results clear to a reader not familiar with the analysis?) and the use of APA style when presenting statistical results.

- **Discussion Section**

- Students submit as a first draft.
- Detailed rubric is provided.
- Based on the rubric, I provide feedback on students' first drafts using Blackboard annotation tools.
  - I provide feedback on the content of students' Discussion sections (i.e., opening paragraph, interpretation of results, contextualization of results, implications, limitations, and conclusions).
  - As noted in the rubric, I also provide feedback on organization (e.g., is the contextualization of results is existing literature logically organized?), clarity (e.g., is the interpretation of results clear enough for a layperson?), and persuasiveness (e.g., has the student successfully made the point that their findings are valuable?).

- **Final Research Report**

- After receiving feedback on the first drafts of their introduction, methods, results, and discussion sections, students will have the opportunity to revise these sections before combining them into a final research report.
- Detailed rubric is provided.

- I provide summary feedback on students' final report. As noted in the rubric, I pay particular attention to the organization, cohesion, informativeness, and persuasiveness of the overall product, whether the report meets standards for undergraduate-level publication in psychology, and where the writing has been strengthened since the first draft.

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5. **Optional.** Please note any other information the Writing Advisory Committee might find useful.

# PSYC 3242: Experimental Psychology

Stockton University

Fall 2022

## Instructor

Colleen Kase, Ph.D.

She/her/hers

Colleen.Kase@stockton.edu

609-626-3103

## Class time & location

Tuesdays & Thursdays

6:00-7:50pm

C-003

## Office hours & location

Tuesdays & Thursdays

1:00 - 2:00PM

H-219

Or by appointment

## Course Description

Welcome to Experimental Psychology! This course is designed to help you understand how the scientific method is applied to the field of psychology. Together, we will learn about how researchers in subfields such as social, cognitive, developmental, clinical, counseling, health, educational, and cross-cultural psychology use the scientific method to produce knowledge. Through this course, you will learn about the fundamentals of research methodology, statistical analyses, and scientific writing in psychology. Moreover, you will develop practical skills related to conducting, interpreting, evaluating, and communicating about psychological research. By the end of the course, you will be a more informed consumer of psychological research - and will even have hands-on experience conducting research yourself. My primary goal is that you leave this course thinking more like a psychological scientist.

## Course Objectives

1. Learn about experimental and correlational research methods in psychology.
2. Develop an understanding of the most common statistical methods used in psychological research.
3. Improve your ability to critically read and evaluate existing psychological research.
4. Strengthen your scientific writing skills so that you can communicate effectively and professionally about research findings.
5. Apply your new knowledge and skills to a novel experiment.

## Course Designations

**W2 Statement:** Students in this course will learn how psychologists communicate about scientific research through their writing, including literature reviews, hypothesis statements, descriptions of research methodologies and quantitative results, and the critical interpretation and extension of research. The course will emphasize disciplinary conventions for presenting original quantitative research, evaluating existing research, and other common forms of written communication in the psychological sciences. At least 30% of final grades will be based on writing assignments and at least 15% of class time will be dedicated to writing instruction.

**Q2 Statement:** This course will provide instruction in data collection and the application of statistical analyses to psychological research. Students will learn quantitative reasoning methods used by psychologists for the analysis, presentation, and critical interpretation of data. They will also learn how to apply the scientific method to investigating questions of interest to psychologists by gaining practice with hypothesis testing, variable measurement, data collection, and interpretation of evidence.

## Course Materials

- **Required:** Goodwin, K.A. & Goodwin, C.J. (2017). *Research in psychology: Methods and design* (6th, 7th, or 8th ed.). Wiley.
- **Optional, but recommended:** American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

## Learning Activities & Assessments

*Specific details for each assessment, including instructions and detailed rubrics, are posted on Blackboard.*

1. **Class Participation:** Attendance and active participation are integral to understanding the course material. It is my expectation that you will complete the assigned reading before you come to class so that you can be an active and informed participant. Class participation will be graded based on attendance and engagement during class meetings and completion of in-class activities. In-class activities are not announced in advance and cannot be made up.
2. **Writing Assignments:** Each writing assignment will require you to read 1-3 primary research articles and provide written responses to questions I pose in the assignment instructions. All research articles will be made available on Blackboard. Each writing assignment is a tool I am using to introduce new concepts in the course.

For each assignment, you will submit a draft of your responses prior to the start of class. You will receive a 100% if you submit a complete draft of your responses prior to the start of class, and a 0% if you do not. It is okay if you are not sure if your responses are correct - just think critically and do your best! We will be discussing the article during class, and you can make edits and updates to your first draft as needed. The final draft will be due 48 hours after class and will be graded for correctness. Both drafts must be submitted in APA style.



3. **Exam:** There is one cumulative exam during the semester. The exam is closed-book, timed, and administered in class. The exam will include a combination of multiple choice and short answer questions. You should expect the questions to require critical thinking skills and the application of your knowledge of terminology, methodology, quantitative reasoning, and principles of scientific research.
4. **Group Participation:** You will design and conduct an original psychological experiment with your group. Your group participation will be graded based on your attendance and engagement during class periods that are designated for group work and your completion of group worksheets designed to guide you through the process. Please note that attendance is closely monitored during all class periods designated for group work.
5. **Research Report:** Though you will be conducting your experiment with your group, you will each write a separate APA-style research report based on your results. Each section will be submitted separately as a first draft. You will receive feedback on each section and make any changes you wish. All sections will be compiled into a final report, which is due at the end of the semester. Detailed instructions are posted on Blackboard. The research report includes:
  - a. **Introduction section:** You will explain the importance of your research topic, summarize existing literature (including at least five empirical journal articles), identify gaps in the literature, and present your hypothesis or hypotheses.
  - b. **Methods section:** You will thoroughly describe your participants, materials, and procedures, including enough detail that another scientist could replicate your study.
  - c. **Results section:** You will describe the results of your descriptive and inferential statistical analyses and present a data visualization.
  - d. **Discussion section:** You will interpret your results in layperson's terms, contextualize your results in the existing body of literature, draw conclusions from your findings, and identify limitations of your research.
  - e. **Final research report:** After receiving feedback on the above sections, you will revise the sections and combine them into a complete research report. You will pay particular attention to making sure that the report as a whole is organized, cohesive, informative, and persuasive.
6. **SONA Research Participation:** Each student enrolled in Experimental Psychology is required by the PSYC program to serve as a research participant and earn 4 research points (approximately 60 minutes) via the psychology department's SONA research system. Register a participant account on SONA and sign up for studies [here](#). Indicate that you are participating in the research requirement for my section of PSYC 3242.

Learning Assessment	Weight
Class participation	10%
Writing assignments (5)	20%
Exam	20%
Group participation	5%
Introduction section	5%
Methods section	5%
Results section	5%
Discussion section	5%
Final research report	20%
SONA research participation	5%

Grade Equivalents					
93.5-100	A	89.5-93.49	A-	87.5-89.49	B+
83.5-87.49	B	79.5-83.49	B-	77.5-79.49	C+
73.5-77.49	C	69.5-73.49	C-	67.5-69.49	D+
63.5-67.49	D	59.5-63.49	D-	59.49 and below	F

## Course Policies

- **Communication:** I want you to be successful in this course! If you are struggling, confused, or falling behind, please visit my office hours or communicate with me by email as soon as possible. I am happy to provide additional clarification and support. However, I can't help you if I don't know that you need it!
- **Changes to the syllabus:** This syllabus is subject to change at the discretion of the instructor and university policies. When a change occurs, the instructor will inform you via a Blackboard announcement or in class and an updated syllabus will be posted on Blackboard.
- **Course website:** This course will rely extensively on Blackboard to disseminate announcements, assignment instructions and rubrics, readings, grades, assessment feedback, and more. You should submit all assignments via the appropriate submission portal on Blackboard. It is students' responsibility to make sure that they are able to receive emails and announcements through Blackboard and to access instructions, assignments, and submission portals through Blackboard.
- **Absences:** In the event that you are ill, injured, or otherwise cannot attend a class, please notify me by email before the beginning of class about your absence. All students are allowed two absences without documentation (as long as you email me prior to the start of class). It is the student's responsibility to seek out information missed due to lateness or absence.

If you require additional absences, please go through the [Stockton Cares](#) referral system. The care team will collect documentation related to your absence and will notify me directly if your absence should be excused.

Additionally, exams cannot be rescheduled or made up without being processed through [Stockton Cares](#).

- **Late work:** All deadlines for coursework are posted in this syllabus and on Blackboard. It is your responsibility to keep up-to-date on assignments and make sure that assignments have been properly uploaded onto Blackboard. If your assignment is missing from Blackboard after the submission deadline, it will automatically be assigned a 0. Note that the submission of an incorrect, corrupt, or unreadable file will be considered a non-submission. There are a few exceptions to this late work policy:
  - Accommodations submitted as part of the Learning Access Program will be honored.
  - Requests for extensions may be considered for cases such as a medical emergency, a sudden change in job schedule, a death in the family, or religious observance. Requests must be made before the submission deadline.
- **Academic honesty:** It is very important that students submit independent and original work. You should familiarize yourself with Stockton's academic honesty policy (click [here](#)). In accordance with this policy, instances of plagiarism, cheating, misrepresentation of work, using unauthorized electronic devices or notes during exams, and other forms of scholastic dishonesty will be grounds for one of the following actions, at the discretion of the course instructor: resubmission with reduced grade, automatic failure of an exam or assignment, F grade for the course, and/or reporting to the Office of the Provost.
- **Academic accommodations:** In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and a need for accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online [here](#). Please call 609-652-4988 or send an email to [LAP@stockton.edu](mailto:LAP@stockton.edu) for more information.

Once you have received an accommodation letter from LAP, please set up an in-person meeting with me as soon as possible so that we can discuss how to best implement your accommodations. Ideally, this meeting will occur within the first two weeks of the semester. Please be aware that retroactive accommodations will not be granted.

- **Course etiquette:** Students will be invited to share their ideas in class sessions, and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited. Fostering respectful, productive conversations is my highest priority.
- **Use of technology:** During class, please silence your cellphone and put it away. Students should not be texting, checking their e-mail, surfing the internet, or playing games on their phone during class. You are permitted to use a laptop in the classroom for the purpose of taking notes. This is the only appropriate use of a laptop during the duration of the class.

## Course Schedule

Week	Date	Topic	Readings	Assessments due
1	Tues, 9/6	Welcome!	Syllabus	
	Thurs, 9/8	Theories of Science; Research Ethics	Chapters 1&2	
2	Tues, 9/13	Hypotheses & operationalization; APA style workshop	Chapter 3	
	Thurs, 9/15	Article Discussion 1		Writing Assignment #1 ( <i>first draft due before class, final draft within 48 hours</i> )
3	Tues, 9/20	Descriptive statistics, inferential statistics, and sampling	Chapter 4	
	Thurs, 9/22	Article Discussion 2		Writing Assignment #2 ( <i>first draft due before class, final draft within 48 hours</i> )
4	Tues, 9/27	Correlational & Observational Methods	Chapters 9 & 10	
	Thurs, 9/29	Article Discussion 3		Writing Assignment #3 ( <i>first draft due before class, final draft within 48 hours</i> )
5	Tues, 10/4	Basic Experimental Designs	Chapter 5	
	Thurs, 10/6	Article Discussion 4		Writing Assignment #4 ( <i>first draft due before class, final draft within 48 hours</i> )
6	Tues, 10/11	Between- vs. Within-Subjects Designs	Chapter 6	
	Thurs, 10/13	Article Discussion 5		Writing Assignment #5 ( <i>first draft due before class, final draft within 48 hours</i> )
7	Tues, 10/18	Single-Factor vs. Factorial Designs	Chapters 7 & 8	
	Thurs, 10/20	Exam review		
8	Tues, 10/25	NO CLASS: Advising day		
	Thurs, 10/27	Exam review		

Week	Date	Topic	Readings	Assessments due
9	Tues, 11/1	<b>***IN-CLASS EXAM***</b>		
	Thurs, 11/3	<i>Lesson:</i> Locating and evaluating research articles <i>Group research time:</i> Instructions, group contracts, research topic		Group worksheet #1 ( <i>in-class</i> )
10	Tues, 11/8	<i>Lesson:</i> Identifying gaps in the literature and developing hypotheses <i>Group research time:</i> literature review, hypotheses, experiment construction		Group worksheet #2 ( <i>in-class</i> )
	Thurs, 11/10	<i>Lesson:</i> Writing compelling introductions <i>Group research time:</i> materials & procedures		Group worksheet #3 ( <i>in-class</i> )
11	Tues, 11/15	<i>Lesson:</i> Writing about participants, materials, and procedures <i>Group research time:</i> run experiments		Group worksheet #4 ( <i>in-class</i> ) Introduction section first draft due at 11:59pm
	Thurs, 11/17	<i>Lesson:</i> SPSS workshop <i>Group research time:</i> run experiments		
12	Tues, 11/22	<i>Lesson:</i> Writing clear results sections <i>Group research time:</i> data analysis		Group worksheet #5 ( <i>in-class</i> ) Methods section first draft due at 11:59pm
	Thurs, 11/24	NO CLASS: Thanksgiving		
13	Tues, 11/29	<i>Lesson:</i> Creating effective data visualizations  Group research day: data analysis		

	Thurs, 12/1	<i>Lesson: Contextualizing your results in existing literature</i> <i>Group research time: catch-up</i>		Results section first draft due at 11:59pm
14	Tues, 12/6	<i>Lesson: Drawing conclusions and identifying limitations</i> <i>Group research time: catch-up</i>		
	Thurs, 12/8	<i>Lesson: Pulling it all together</i> <i>Group research time: catch-up</i>		Discussion section first draft due at 11:59pm
	Thurs, 12/15			<b>**Final research report due at 11:59pm**</b>

## Campus Support

The following campus resources are available to assist you in succeeding at Stockton. Please contact the appropriate office for assistance.

Office	Contact Information
<b>Academic Advising</b>	<p>The Center for Academic Advising oversees the Degree Works evaluation system, transfer credit articulation, graduation clearance, and placement testing, which aids students in achieving their educational, personal, and career goals. The Center welcomes students during regular campus operating hours, either as walk-ins or by appointment.</p> <p><a href="https://stockton.edu/academic-advising">https://stockton.edu/academic-advising</a>            (609) 652-4504            Main Campus - Campus Center-242</p>
<b>Career Education &amp; Development (Career Center)</b>	<p>Career Education &amp; Development assists with exploring majors or careers, searching for jobs and internships, applying to graduate and professional schools, and connecting with employers and alumni.</p> <p><a href="https://stockton.edu/career-center">https://stockton.edu/career-center</a>            (609) 652-4650            Main Campus - Campus Center-104</p>
<b>Dean of Students</b>	<p>The Dean of Students' office prepares students for future professional growth, personal development and global challenges. Click the link for more information on Student Success Services (individualized mentoring to organize and manage educational demands and develop academic and career goals), EOF program (assistance to students with educational and/or financial challenges), emergency loan program, food assistance, and Sankofa (initiative for minority male students to help you transition to college).</p> <p><a href="https://stockton.edu/dean-of-students">https://stockton.edu/dean-of-students</a>            (609) 652-4645            Main Campus - Campus Center-243</p>
<b>Information Technology Services (ITS)</b>	<p>ITS assists students with educational computer and technology issues. The ITS Help Desk is available to assist with accounts/passwords, Network/Wi-Fi issues, email, Blackboard, supported software and computer labs. The website offers student tutorials and important technology information.</p> <p><a href="https://its.stockton.edu">https://its.stockton.edu</a>            (609) 652-4309  <a href="mailto:HelpDesk@stockton.edu">HelpDesk@stockton.edu</a>            Main Campus - D-121            Atlantic City – AC-219</p>



<p><b>Learning Access</b></p>	<p>The Learning Access Program (LAP) is Stockton University's disability support services office. Our role is to educate, advocate and facilitate equal access while maintaining a welcoming, inclusive and accessible campus community. Contact LAP if you need course accommodations including assistance adapting to online instructions, taking class notes, requesting an interpreter, or extended time for exams.</p> <p><a href="https://www.stockton.edu/wellness-center/disability-services/index.html">https://www.stockton.edu/wellness-center/disability-services/index.html</a>  (609) 652-4988  <a href="mailto:lap@stockton.edu">lap@stockton.edu</a>  Main Campus - J-204</p>
<p><b>Richard E. Bjork Library</b></p>	<p>The Richard E. Bjork Library provides online access to digital resources 24/7 to assist Stockton students with their research. Librarians are available via Zoom, e-mail, live online chat, and by appointment to assist students in conducting research and using resources. The website has FlashFind (our online research tool), subject research guides, copyright and academic honesty information, links to citation style guides, and numerous tutorials.</p> <p><a href="https://library.stockton.edu/studentresources">https://library.stockton.edu/studentresources</a>  (609) 652-4346  Main Campus - E-Wing</p>
<p><b>Stockton Cares</b></p>	<p>Stockton Cares facilitates a culture that enables students to thrive personally and academically throughout their time at Stockton.</p> <p>By connecting students to resources both on and off campus, Stockton Cares fosters resilience and self-advocacy in students that allow them to navigate crisis, emergencies, personal difficulties, and unforeseen circumstances and empower students to achieve their full potential through individualized assistance and tailored interventions.</p> <p><a href="https://stockton.edu/dean-of-students/stockton-cares.html">https://stockton.edu/dean-of-students/stockton-cares.html</a>  609-626-3638   609-652-4944  Main Campus - F-107</p>
<p><b>Tutoring Center</b></p>	<p>Students may “drop in” during scheduled hours or schedule an appointment to receive assistance with math, science or written work related to coursework.</p> <p><a href="https://stockton.edu/tutoring-center/">https://stockton.edu/tutoring-center/</a>  (609)-652-4441  Main Campus - J-105  Atlantic City Campus - Residential Building Room 217</p>

<p><b>Wellness Center</b></p>	<p>The Wellness Center encourages the pursuit of healthier lifestyles in an environment that fosters positive changes and integrates wellness. Services include: alcohol and drug education, psychiatric, counseling, disability services, health education, health services, Women's, Gender &amp; Sexuality Center, peer education, suicide prevention, and more.</p> <p><a href="https://stockton.edu/wellness-center/">https://stockton.edu/wellness-center/</a></p> <p>Health Services, Main Campus - WQ-08   609.652.4701 Counseling Services, Main Campus - J-204   609.652.4722</p>
<p><b>Women's, Gender and Sexuality Center</b></p>	<p>The Women's, Gender &amp; Sexuality Center empowers students who identify as women and all genders who identify as LGBTQIA+, victims of power-based personal violence, and community allies. WGSC will accomplish this by promoting equality and justice, ensuring access to opportunities, and providing services through education and advocacy.</p> <p><a href="https://www.stockton.edu/wgsc/">https://www.stockton.edu/wgsc/</a> (609) 626-3611 Main Campus - F-103</p>

**Title IX:** As a responsible employee, I have a legal obligation to report incidents of sexual misconduct that involve a member of the Stockton community, whether the incident occurs on or off campus. If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, or stalking, the following resources are available to you at Stockton and in Atlantic County.

- *Confidential resources*
  - WGSC Hotline: 609-849-8473
  - Counseling Center: 609-652-4722
  - Avanzar ([www.avanzarnow.org](http://www.avanzarnow.org)): 1-800-286-4184
- *Non-confidential resources*
  - Stockton Police: 609-652-4390
  - Office of Student Conduct: 609-626-3585
  - Interim Director of Title IX & EEO, Tammy Saunders: 609-652-4366

## Writing Assignment #1 – Final Draft



### General Instructions:

- Your final draft is an opportunity to use what you learned during our in-class discussion to update your first draft. Feel free to edit, change, and elaborate on your first draft as needed.
- Final drafts will be graded for correctness. See the rubric on Blackboard for more detailed grading information.
- Final drafts must be submitted within 48 hours of our in-class discussion (i.e., by 7:50pm two days after class). Late assignments will receive a score of 0%.
- Final drafts must be submitted in APA format (7<sup>th</sup> edition, student version). This includes a title page and a reference page. You can find more information about APA format [here](#) and a sample student paper in APA format [here](#).
- All responses must be in your own words. Paraphrase the articles and cite them appropriately. Direct quotations of longer than a few words are not acceptable, even if they are in quotation marks and are cited.
- Your responses should be approximately 2 pages, double spaced (not including title page and reference page).
- Drafts should be submitted as a Word document or PDF document.

### Prompt:

- Read the following three articles:
  - a. Bushman & Anderson (2002) – “Violent video games and hostile expectations – a test of the General Aggression Model”
  - b. Carnagey & Anderson (2005) – “Effects of Reward and Punishment in Violent Video Games on Aggressive Affect, Cognition and Behavior”
  - c. Adachi & Willoughby (2011) – “Effect of Video Game Competition and Violence on Aggressive Behavior”
- In these studies, the researchers are trying to determine if playing violent vs. non-violent video games influences the level of aggression the participants exhibit after playing the videogames.
- “Aggression” is a conceptual variable that needs to be operationally defined before it can be investigated in a scientific study. Like any psychological variable, there is no single

ideal way of operationally defining aggression. Rather, as you will see by reading these articles, there are multiple ways researchers can operationally define a variable.

**Questions:**

1. Identify three different ways aggression was operationally defined in the research studies described in these articles. For each one, write one paragraph that:
  - a. Describes *in detail* how aggression was operationally defined AND
  - b. Briefly describes how playing violent vs. non-violent video games affected this outcome
2. Critically evaluate each of the three operational definitions you described. Are you satisfied with these operational definitions of aggression? Do you feel these variables satisfactorily reflect aggression? Explain why you are or are not satisfied with each of the three operational definitions. (1-2 paragraphs)
3. Propose one additional operational definition of aggression that is not used in any of the three articles. What are the strengths and weaknesses of your operational definition? (1 paragraph)

# Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Writing Assignment 1 - Final**

Exit

**Grid View**

List View

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Question 1 - definition 1</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of the operational definition and impact of aggression</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes description of the operational definition and impact of aggression, but answer is somewhat unclear or incomplete</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete and detailed description of the operational definition and impact of aggression</p>
<b>Question 1 - definition 2</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of the operational definition and impact of aggression</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes description of the operational definition and impact of aggression, but answer is somewhat unclear or incomplete</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete and detailed description of the operational definition and impact of aggression</p>
<b>Question 1 - definition 3</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect,</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes description</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete</p>

	or exceptionally <b>Novice</b> description of the operational definition and impact of aggression	or the operational <b>Competent</b> definition and impact of aggression, but answer is somewhat unclear or incomplete	and detailed <b>Proficient</b> description of the operational definition and impact of aggression
<b>Question 2</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak critical evaluation of operational definitions	<b>7.5</b> (15.00%) Includes critical evaluation of operational definitions, but answer is somewhat unclear or incomplete	<b>15</b> (30.00%) Includes complete and detailed critical evaluation of operational definitions
<b>Question 3</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak novel operational definition of aggression	<b>7.5</b> (15.00%) Includes novel operational definition of aggression, but answer is somewhat unclear or incomplete	<b>15</b> (30.00%) Includes complete and detailed novel operational definition of aggression
<b>APA format</b>	<b>0</b> (0.00%) Not in APA format or 5+ errors	<b>2.5</b> (5.00%) In APA format, 3-4 errors	<b>5</b> (10.00%) In APA format, 0-2 errors

Name: **Writing Assignment 1 - Final**

Exit

## Writing Assignment #2 – Final Draft



### General Instructions:

- Your final draft is an opportunity to use what you learned during our in-class discussion to update your first draft. Feel free to edit, change, and elaborate on your first draft as needed.
- Final drafts will be graded for correctness. See the rubric on Blackboard for more detailed grading information.
- Final drafts must be submitted within 48 hours of our in-class discussion (i.e., by 7:50pm two days after class). Late assignments will receive a score of 0%.
- Final drafts must be submitted in APA format (7<sup>th</sup> edition, student version). This includes a title page and a reference page. You can find more information about APA format [here](#) and a sample student paper in APA format [here](#).
- All responses must be in your own words. Paraphrase the articles and cite them appropriately. Direct quotations of longer than a few words are not acceptable, even if they are in quotation marks and are cited.
- Your responses should be approximately 2 pages, double spaced (not including title page and reference page).
- Drafts should be submitted as a Word document or PDF document.

### Prompt:

- Read the following two articles:
  - a. Brown et al. (2002) – “Distress Tolerance and Duration of Past Smoking Cessation Attempts”
  - b. Simons & Gaher (2005) – “The Distress Tolerance Scale: Development and Validation of a Self-Report Measure”
- Distress tolerance is a psychological construct that captures an individual’s ability to withstand or persist despite negative psychological experiences.

### Questions:

1. How is distress tolerance operationally defined in the Brown et al. (2002) study? Describe the operational definition(s) in detail. (1 paragraph)

2. In your own words, what was the authors' basic hypothesis in the Brown et al. (2002) study? How would you write the null hypothesis? What were the key results? (1-2 paragraphs)
3. The Simons and Gaher (2005) article describes the development of a self-report distress tolerance measure (the DTS). Identify the following: (1 paragraph)
  - a. Type of sample for Study 1 and Study 2
  - b. Type of scale used for the DTS
  - c. Evidence provided for the validity of the DTS (describe the evidence and identify the type of validity)
4. Read the DTS items on page 100. Based on your evaluation of the items *and* the validity evidence presented in the paper, are you satisfied with the authors' operational definition of distress tolerance? Why or why not? (1 paragraph)



## Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Writing Assignment 2 - Final**

Exit

**Grid View**

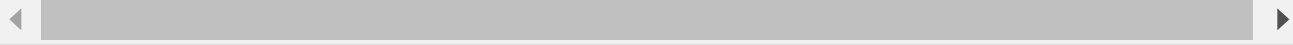
[List View](#)

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Question 1</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of the operational definition of distress tolerance</p>	<p><b>5</b> (10.00%)</p> <p>Includes description of the operational definition of distress tolerance, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed description of the operational definition of distress tolerance</p>
<b>Question 2</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of the hypothesis, null hypothesis, and results</p>	<p><b>6.25</b> (12.50%)</p> <p>Includes description of the hypothesis, null hypothesis, and results, but answer is somewhat unclear or incomplete</p>	<p><b>12.5</b> (25.00%)</p> <p>Includes complete and detailed description of the hypothesis, null hypothesis, and results</p>
<b>Question 3</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak identification of the sample, scale, validity evidence</p>	<p><b>5</b> (10.00%)</p> <p>Includes identification of the sample, scale, validity evidence, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed identification of the sample, scale, validity evidence</p>
<b>Question 4</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect,</p>	<p><b>6.25</b> (12.50%)</p> <p>Includes critical</p>	<p><b>12.5</b> (25.00%)</p> <p>Includes complete</p>

	or exceptionally <b>Not</b> critical evaluation of operational definition	evaluation or <b>Competent</b> definition, but answer is somewhat unclear or incomplete	and detailed critical <b>Proficient</b> of operational definition
<b>APA format</b>	<b>0</b> (0.00%) Not in APA format or 5+ errors	<b>2.5</b> (5.00%) In APA format, 3-4 errors	<b>5</b> (10.00%) In APA format, 0-2 errors

Name: **Writing Assignment 2 - Final**

Exit



## Writing Assignment #3 – Final Draft



### General Instructions:

- Your final draft is an opportunity to use what you learned during our in-class discussion to update your first draft. Feel free to edit, change, and elaborate on your first draft as needed.
- Final drafts will be graded for correctness. See the rubric on Blackboard for more detailed grading information.
- Final drafts must be submitted within 48 hours of our in-class discussion (i.e., by 7:50pm two days after class). Late assignments will receive a score of 0%.
- Final drafts must be submitted in APA format (7<sup>th</sup> edition, student version). This includes a title page and a reference page. You can find more information about APA format [here](#) and a sample student paper in APA format [here](#).
- All responses must be in your own words. Paraphrase the articles and cite them appropriately. Direct quotations of longer than a few words are not acceptable, even if they are in quotation marks and are cited.
- Your responses should be approximately 2 pages, double spaced (not including title page and reference page).
- Drafts should be submitted as a Word document or PDF document.

### Prompt:

- Read the following two articles:
  - a. Brown et al. (2002) – “Distress Tolerance and Duration of Past Smoking Cessation Attempts”
  - b. Simons & Gaher (2005) – “The Distress Tolerance Scale: Development and Validation of a Self-Report Measure”
- Distress tolerance is a psychological construct that captures an individual’s ability to withstand or persist despite negative psychological experiences.

### Questions:

1. Choose one of the hypotheses listed on page 359. In your own words, state what the hypothesis predicts. Describe the background information included in the Introduction section that supports this hypothesis. (1 paragraph)

2. How were the key variables (i.e., narcissism, self-esteem, Facebook activity, self-promoting content) operationally defined? (1 paragraph)
3. Based on your reading of the highlighted passages in the Results section and Tables 1 and 2, summarize the key findings of the study. (1 paragraph)
4. Choose two of the following variable pairs. First, describe what the sign of the correlation coefficient (+ vs. -) between the two variables indicates about how the two variables are related to one another. Second, generate three different causal explanations for the observed correlation between the two variables. (1 paragraph per variable pair)
  - i. Narcissism and the number of times Facebook is checked per day
  - ii. Narcissism and the amount of time spent on Facebook per session
  - iii. Narcissism and degree of self-promoting behaviors relating to the Main Photo of the profile
  - iv. Self-esteem and the number of times Facebook is checked per day
  - v. Self-esteem and the amount of time spent on Facebook per session
  - vi. Self-esteem and degree of self-promoting behaviors relating to the Main Photo of the profile

## Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Writing Assignment 4 - Final**

Exit

**Grid View**

[List View](#)

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Question 1</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of research question and practical application</p>	<p><b>5</b> (10.00%)</p> <p>Includes research question and practical application, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed description of research question and practical application</p>
<b>Question 2a</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of IV</p>	<p><b>3.75</b> (7.50%)</p> <p>Includes description of IV, but answer is somewhat unclear or incomplete</p>	<p><b>7.5</b> (15.00%)</p> <p>Includes complete and detailed description of IV</p>
<b>Question 2b</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of DVs</p>	<p><b>5</b> (10.00%)</p> <p>Includes description of DVs, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed description of DVs</p>
<b>Question 2c</b>	<p><b>0</b> (0.00%)</p> <p>Missing or incorrect identification of method</p>	<p><b>1.25</b> (2.50%)</p>	<p><b>2.5</b> (5.00%)</p> <p>Correct identification of method</p>
<b>Question 2d</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect,</p>	<p><b>5</b> (10.00%)</p> <p>Includes description</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete</p>

	<b>Novice</b> or exceptionally weak description of results	<b>Competent</b> or results, but unclear or incomplete	<b>Proficient</b> and detailed description of results
<b>Question 2e</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak description of conclusions	<b>2.5</b> (5.00%) Includes description of conclusions, but answer is somewhat unclear or incomplete	<b>5</b> (10.00%) Includes complete and detailed description of conclusions
<b>APA format</b>	<b>0</b> (0.00%) Not in APA format or 5+ errors	<b>2.5</b> (5.00%) In APA format, 3-4 errors	<b>5</b> (10.00%) In APA format, 0-2 errors

Name: **Writing Assignment 4 - Final**

Exit



## Writing Assignment #4 – Final Draft



### General Instructions:

- Your final draft is an opportunity to use what you learned during our in-class discussion to update your first draft. Feel free to edit, change, and elaborate on your first draft as needed.
- Final drafts will be graded for correctness. See the rubric on Blackboard for more detailed grading information.
- Final drafts must be submitted within 48 hours of our in-class discussion (i.e., by 7:50pm two days after class). Late assignments will receive a score of 0%.
- Final drafts must be submitted in APA format (7<sup>th</sup> edition, student version). This includes a title page and a reference page. You can find more information about APA format [here](#) and a sample student paper in APA format [here](#).
- All responses must be in your own words. Paraphrase the articles and cite them appropriately. Direct quotations of longer than a few words are not acceptable, even if they are in quotation marks and are cited.
- Your responses should be approximately 2 pages, double spaced (not including title page and reference page).
- Drafts should be submitted as a Word document or PDF document.

### Prompt:

- Read the following article:
  - Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13, 585-589.
- Read the entire article but pay particular attention to Experiment II.

### Questions:

1. What research question did the researchers of this study wish to answer? What is one practical reason that this question is important? (1 paragraph)
2. ***In Experiment II*** (3-4 paragraphs total):
  - a. Identify the independent variable in this experiment. Describe as precisely as possible how the independent variable was manipulated.

- b. Identify the two dependent variables in this experiment. Describe as precisely as possible how these two dependent variables were measured.
- c. What method was used to increase confidence that, before the dependent variable was measured, the only variable that systematically differed between the two groups was the independent variable?
- d. By reviewing the text in the “Results” section and the information found in Table 2, describe the most important results of this experiment.
- e. What are the major conclusions one may draw from the results of Experiment II?



## Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Writing Assignment 4 - Final**

Exit

**Grid View**

[List View](#)

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Question 1</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of research question and practical application</p>	<p><b>5</b> (10.00%)</p> <p>Includes research question and practical application, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed description of research question and practical application</p>
<b>Question 2a</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of IV</p>	<p><b>3.75</b> (7.50%)</p> <p>Includes description of IV, but answer is somewhat unclear or incomplete</p>	<p><b>7.5</b> (15.00%)</p> <p>Includes complete and detailed description of IV</p>
<b>Question 2b</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of DVs</p>	<p><b>5</b> (10.00%)</p> <p>Includes description of DVs, but answer is somewhat unclear or incomplete</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete and detailed description of DVs</p>
<b>Question 2c</b>	<p><b>0</b> (0.00%)</p> <p>Missing or incorrect identification of method</p>	<p><b>1.25</b> (2.50%)</p>	<p><b>2.5</b> (5.00%)</p> <p>Correct identification of method</p>
<b>Question 2d</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect,</p>	<p><b>5</b> (10.00%)</p> <p>Includes description</p>	<p><b>10</b> (20.00%)</p> <p>Includes complete</p>

	<b>Novice</b> or exceptionally weak description of results	<b>Competent</b> or results, but unclear or incomplete	<b>Proficient</b> and detailed description of results
<b>Question 2e</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak description of conclusions	<b>2.5</b> (5.00%) Includes description of conclusions, but answer is somewhat unclear or incomplete	<b>5</b> (10.00%) Includes complete and detailed description of conclusions
<b>APA format</b>	<b>0</b> (0.00%) Not in APA format or 5+ errors	<b>2.5</b> (5.00%) In APA format, 3-4 errors	<b>5</b> (10.00%) In APA format, 0-2 errors

Name: **Writing Assignment 4 - Final**

Exit



## Writing Assignment #5 – Final Draft



### General Instructions:

- Your final draft is an opportunity to use what you learned during our in-class discussion to update your first draft. Feel free to edit, change, and elaborate on your first draft as needed.
- Final drafts will be graded for correctness. See the rubric on Blackboard for more detailed grading information.
- Final drafts must be submitted within 48 hours of our in-class discussion (i.e., by 7:50pm two days after class). Late assignments will receive a score of 0%.
- Final drafts must be submitted in APA format (7<sup>th</sup> edition, student version). This includes a title page and a reference page. You can find more information about APA format [here](#) and a sample student paper in APA format [here](#).
- All responses must be in your own words. Paraphrase the articles and cite them appropriately. Direct quotations of longer than a few words are not acceptable, even if they are in quotation marks and are cited.
- Your responses should be approximately 2 pages, double spaced (not including title page and reference page).
- Drafts should be submitted as a Word document or PDF document.

### Prompt:

- The two experiments that you will read about investigate whether visual information can influence how much pain someone experiences.
- Read the following articles:
  - a. Siedlecka et al. (2014) – “Rubber hand illusion reduces discomfort caused by cold stimulus”
  - b. Harvie et al. (2015) – “Bogus visual feedback alters onset of movement-evoked pain in people with neck pain”

### Questions:

1. Based on reading Siedlecka et al. (2014):
  - a. What is the independent variable and how was it manipulated? Be sure to identify all of the levels/conditions of the I.V.
  - b. What was the dependent variable? How was it measured?

- c. Based on your reading of Figure 3, what are the key results (that is, how did the conditions differ from one another, if at all)?
2. Based on reading Harvie et al. (2015):
  - a. What is the independent variable and how was it manipulated? Be sure to identify all of the levels/conditions of the I.V.
  - b. What was the dependent variable? How was it measured?
  - c. Based on your reading of the results section, what are the key results (that is, how did the conditions differ from one another, if at all)?
3. By comparing the methodological details of the two studies, identify and explain the major difference in how the subjects were assigned to the different levels/conditions of the independent variable between the two experiments.

## Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Writing Assignment 5 - Final**

Exit

**Grid View**

[List View](#)

	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Question 1 - IV</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of IV and conditions</p>	<p><b>3.75</b> (7.50%)</p> <p>Includes description of IV and conditions, but answer is somewhat unclear or incomplete</p>	<p><b>7.5</b> (15.00%)</p> <p>Includes complete and detailed description of IV and conditions</p>
<b>Question 1 - DV</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of DV</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes description of DV, but answer is somewhat unclear or incomplete</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete and detailed description of DV</p>
<b>Question 1 - Results</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak summary of key results</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes summary of key results, but answer is somewhat unclear or incomplete</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete and detailed summary of key results</p>
<b>Question 2 - IV</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect, or exceptionally weak description of IV and conditions</p>	<p><b>3.75</b> (7.50%)</p> <p>Includes description of IV and conditions, but answer is somewhat unclear or incomplete</p>	<p><b>7.5</b> (15.00%)</p> <p>Includes complete and detailed description of IV and conditions</p>
<b>Question 2 - DV</b>	<p><b>0</b> (0.00%)</p> <p>Missing, incorrect,</p>	<p><b>2.5</b> (5.00%)</p> <p>Includes description</p>	<p><b>5</b> (10.00%)</p> <p>Includes complete</p>

	or exceptionally <b>Novice</b> description of DV	or DV, but answer is <b>Competent</b> unclear or incomplete	and detailed <b>Proficient</b> description of DV
<b>Question 3 - Results</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak summary of key results	<b>2.5</b> (5.00%) Includes summary of key results, but answer is somewhat unclear or incomplete	<b>5</b> (10.00%) Includes complete and detailed summary of key results
<b>Question 3</b>	<b>0</b> (0.00%) Missing, incorrect, or exceptionally weak identification and explanation of differences in participant assignment	<b>5</b> (10.00%) Includes identification and explanation of differences in participant assignment, but answer is somewhat unclear or incomplete	<b>10</b> (20.00%) Includes complete and detailed identification and explanation of differences in participant assignment
<b>APA format</b>	<b>0</b> (0.00%) Not in APA format or 5+ errors	<b>2.5</b> (5.00%) In APA format, 3-4 errors	<b>5</b> (10.00%) In APA format, 0-2 errors

Name: **Writing Assignment 5 - Final**

Exit

## Introduction Section

### General guidelines:

- Each section **MUST** be submitted in APA format (7th edition, student version, see sample paper [here](#)).
- Remember to use best practices for scientific writing that we have discussed throughout the semester.
- The introduction section should be approximately 3-4 pages, doubled spaced.
- Follow the step-by-step instructions provided below and see the detailed rubric on Blackboard.

### Specific guidelines:

1. Must include at least **five** empirical journal articles
2. The three following content areas should be included, but they can be organized however you think will be most effective. Think about how to structure your introduction so that it is both informative and persuasive. Consider structures such as general to specific, big question first, or real-world impact first.
  - a. Importance of the topic.
    - i. Answer the question: why should the reader care?
    - ii. Consider including a description of your “big question,” the potential impact on the field of psychology, and/or the potential real-world impact.
  - b. Relevant prior research
    - i. Choose research that helps to set up your hypothesis/research.
    - ii. The sources you choose should not be too general. Some areas of psychology have a significant history with thousands of research articles. Don’t be general when you can be specific.
    - iii. Review the aspects of prior research that help to build your case. There is no need to discuss everything from your articles in detail.
    - iv. Your introduction should highlight important themes in the research area and use your sources to support these themes. You should not be summarizing one article after another.
    - v. Be sure to discuss the limitations of prior research – this should set up the research project you will report as filling this gap.
  - c. Introduction of your methodology and hypothesis
    - i. It is not possible for a reader to understand your hypothesis unless you say something about your methodology. This should be general and provide only as much information as is needed to understand your hypothesis.
    - ii. Usually, it is sufficient to indicate key variables in the research: the IV (or conditions) and the DV (measurement of outcome).

- iii. Clearly present your hypothesis/hypotheses and demonstrate how it follows logically from previous research.



Name Introduction Section

Description

Rubric Detail

## Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Intro: articles</b>	<b>0 Points</b> Intro includes three or fewer empirical journal articles	<b>5 Points</b> Intro includes four empirical journal articles	<b>10 Points</b> Intro includes five empirical journal articles
<b>Intro: topic</b>	<b>0 Points</b> Missing or exceptionally weak description of the topic's importance	<b>5 Points</b> Includes description of the topic's importance, but is somewhat unclear, incomplete, or unpersuasive	<b>10 Points</b> Includes complete and detailed description of the topic's importance that successfully persuades the reader
<b>Intro: prior research</b>	<b>0 Points</b> Missing or exceptionally weak review of prior research and gaps in the literature. Organization or conceptual logic is very poor.	<b>10 Points</b> Average review of prior research and gaps in the literature. Organization or conceptual logic is somewhat lacking.	<b>20 Points</b> High-quality review of prior research and gaps in the literature. Relevant themes are highlighted and introduction is organized and easy to follow.
<b>Intro: hypothesis</b>	<b>0 Points</b> Missing or exceptionally weak description of methods and presentation of hypothesis.	<b>5 Points</b> Includes brief description of methods and presentation of hypothesis, but is somewhat unclear or incomplete.	<b>10 Points</b> Includes brief description of methods and clear, logical presentation of hypothesis.

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## Methods Section

### **General guidelines:**

- Each section **MUST** be submitted in APA format (7th edition, student version, see sample paper [here](#)).
- Remember to use best practices for scientific writing that we have discussed throughout the semester.
- The methods section should be approximately 2-3 pages, doubled spaced.
- Follow the step-by-step instructions provided below and see the detailed rubric on Blackboard.

### **Specific guidelines:**

1. Your overall goal is to ensure that another researcher could use your methods section to replicate your experiment exactly.
2. Each of the following should be a separate subsection:
  - a. Participants
    - i. Exact number of participants
    - ii. Age, gender, and any other relevant demographic information
    - iii. Information about how participants were acquired and whether compensation was/was not received
  - b. Materials
    - i. Describe in detail each measure participants were asked to complete:
      1. Name and source of the measure (appropriately cited and included on reference page)
      2. What does the measure assess?
      3. How many items are included?
      4. You should include a sample item to clarify the content.
    - ii. Each measure should be discussed separately. You should provide enough information that someone else could administer the exact measure you used from the information you provide in this section and the sources you cite.
  - c. Procedure
    - i. Describe the entire procedure from start to finish.
    - ii. Focus on what participants did as part of the experiment, not what the experimenter did.
    - iii. Include information about consent and debriefing.

Name **Methods Section**

Description

Rubric Detail

Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Method: participants</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak description of participants and recruitment strategy.</p>	<p><b>5 Points</b></p> <p>Includes description of participants and recruitment strategy, but is somewhat unclear or incomplete.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear description of participants and recruitment strategy that could be replicated by another researcher.</p>
<b>Method: materials</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak description of measures.</p>	<p><b>5 Points</b></p> <p>Includes description of measures, but is somewhat unclear or incomplete.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear description of measures, including name, source, content, number of items, and sample item.</p>
<b>Method: procedure</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak description of procedure.</p>	<p><b>5 Points</b></p> <p>Includes description of procedure, but is somewhat unclear or incomplete.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear description of procedure that could be replicated by another researcher.</p>

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## Results Section

### General guidelines:

- Each section **MUST** be submitted in APA format (7th edition, student version, see sample paper [here](#)).
- Remember to use best practices for scientific writing that we have discussed throughout the semester.
- The results section should be approximately 1-2 pages, doubled spaced.
- Follow the step-by-step instructions provided below and see the detailed rubric on Blackboard.

### Specific guidelines:

1. Make sure to adhere to APA format when presenting results (e.g., italics for statistical symbols, parentheses around statistical values, more info [here](#))
2. Descriptive statistics (means and standard deviations for each group)
  - a. Needed to anchor your results
  - b. If you are reporting on more than two conditions, you should use a table rather than discuss the items in text.
3. Inferential statistics
  - a. What are you testing (hypothesis)?
  - b. What statistical test was used?
  - c. Why are you using this test?
  - d. Was the result significant? Be sure to include the APA-style test statistic for the test.
  - e. A sentence is needed interpreting the result in relation to your hypothesis.
4. Effect size
  - a. Be sure to indicate the effect size that goes along with your inferential test and what that effect size means in terms of the strength of your findings.
5. Visual display of key finding.
  - a. Be sure to generate a figure to display a key finding of your research.
  - b. Note -- even if you do not find significant differences, a figure is still required for this project.
  - c. All figures must include a figure caption that adheres to APA style (more info [here](#)).
  - d. Figures go **AFTER** the reference page in APA style.

Name Results Section

Description

Rubric Detail

## Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Results: descriptive</b>	<b>0 Points</b> Missing or incorrect descriptive statistics (means and SDs)	<b>2.5 Points</b> Correct descriptive statistics (means and SDs) with lack of clarity or APA formatting errors	<b>5 Points</b> Correct and clear descriptive statistics (means and SDs) in APA format
<b>Results: inferential</b>	<b>0 Points</b> Two or more elements are missing or incorrect (hypothesis, name of statistical test, justification for test, test statistic, and interpretation)	<b>5 Points</b> One element is missing or incorrect (hypothesis, name of statistical test, justification for test, test statistic, and interpretation); some lack of clarity or APA formatting errors	<b>10 Points</b> Includes hypothesis, name of statistical test, justification for test, test statistic, and interpretation; stated clearly and in correct APA format
<b>Results: effect size</b>	<b>0 Points</b> Missing or incorrect effect size	<b>2.5 Points</b> Correct effect size, but missing, incorrect, or unclear interpretation	<b>5 Points</b> Correct effect size and clear interpretation
<b>Results: figure</b>	<b>0 Points</b> Missing figure	<b>5 Points</b> Appropriate figure with minor APA errors; interpretation is somewhat incorrect or unclear	<b>10 Points</b> Excellent figure in APA format; interpretation is correct and clear

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## Discussion Section

### General guidelines:

- Each section **MUST** be submitted in APA format (7th edition, student version, see sample paper [here](#)).
- Remember to use best practices for scientific writing that we have discussed throughout the semester.
- The results section should be approximately 2-3 pages, doubled spaced.
- Follow the step-by-step instructions provided below and see the detailed rubric on Blackboard.

### Specific guidelines:

1. A paragraph that reminds the reader of the key aspects of the methodology, notes the study's hypothesis, and provides a general statement of the results.
2. Interpretation of the results in layperson's terms without the heavy statistical jargon.
  - a. What did you find?
  - b. Do your results support your hypothesis?
3. Place your results in the context of previous research you reviewed in your introduction.
  - a. Were your findings similar or different?
  - b. If different, you must try to explain why – a difference in the materials, the participants, or something else you believe to have been important?
  - c. Be sure to also remind the reader of anything they need to know about that study from your introduction so that the reader can follow your interpretation/argument.
  - d. This part can get unwieldy. Be as concise as possible and make sure your writing is well-organized.
4. You should discuss the meaning of your results in terms of society at large, the field of psychology as a whole, etc.
  - a. This is your chance to “sell” your research! Why are your results important?
5. Note at least three limitations of your study
  - a. Science is not perfect. It is rare to conduct a study without looking back and thinking *I wish I had done that differently*.
  - b. Think deeply about methodological limitations to your study (e.g., confounds, measurement issues), not just limitations of your sample.
6. Concluding paragraph.
  - a. Key conclusions of the research.
  - b. Next needed research that is a follow-up to the research you are presenting

Name Discussion section

Description

Rubric Detail

## Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Discussion: opening paragraph</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak opening paragraph</p>	<p><b>2.5 Points</b></p> <p>Includes opening paragraph, but is somewhat unclear or incomplete.</p>	<p><b>5 Points</b></p> <p>Includes complete and clear opening paragraph, including methodology, hypothesis, and summary or results</p>
<b>Discussion: interpretation</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak interpretation of results in relation to hypothesis</p>	<p><b>5 Points</b></p> <p>Includes interpretation of results in relation to hypothesis, but is somewhat unclear or incomplete, or jargon is used.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear interpretation of results in relation to hypothesis. Interpretation could be understood by a layperson.</p>
<b>Discussion: contextualizing results</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak contextualization of results</p>	<p><b>5 Points</b></p> <p>Includes contextualization of results, but is somewhat unclear or incomplete. Section organization is lacking.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear contextualization of results, including whether results were similar to previous research, why they might be different, and citations. Section is well-organized.</p>
<b>Discussion: meaning/implications</b>	<p><b>0 Points</b></p> <p>Missing or exceptionally weak discussion of implications for psychology or society</p>	<p><b>5 Points</b></p> <p>Includes implications for psychology or society, but is somewhat unclear or incomplete.</p>	<p><b>10 Points</b></p> <p>Includes complete and clear implications for psychology or society and is persuasive about the value of the research.</p>

## Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Discussion: limitations</b>	<b>0 Points</b> Includes one or fewer limitations	<b>5 Points</b> Includes two limitations or limitations are surface-level.	<b>10 Points</b> Includes three thoughtful limitations to the research
<b>Discussion: conclusion</b>	<b>0 Points</b> Missing or exceptionally weak concluding paragraph	<b>2.5 Points</b> Includes concluding paragraph but is somewhat unclear or incomplete.	<b>5 Points</b> Includes complete and clear concluding paragraph, including key result and next needed research. Strong organization.

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## Final Research Report

### General guidelines:

- The report **MUST** be submitted in APA format (7th edition, student version, see sample paper [here](#)). This includes a title page, reference list,
- Remember to use best practices for scientific writing that we have discussed throughout the semester.
- The results section should be approximately 10 pages, doubled spaced (not including abstract, title page, reference page, or figure).
- Follow the step-by-step instructions provided below and see the detailed rubric on Blackboard.

### Specific guidelines:

- 1) Read the feedback provided on the first draft of your introduction, methods, results, and discussion sections. Make sure to look at comments within the papers AND on the rubrics.
- 2) Make revisions to your introduction, methods, results, and discussion sections, if needed. Make sure to follow all of the guidelines in each of the individual assignments.
- 3) Combine all four sections into a single document.
- 4) Add an abstract.
  - a) 120-word maximum
  - b) Include summary of study highlights:
    - i) Purpose
    - ii) Number and description of participants
    - iii) Key variables and method
    - iv) Results
    - v) Conclusion
- 5) Add an APA-style title page.
- 6) Add an APA-style reference page.
- 7) Read your entire paper as a whole. Ask yourself the following questions:
  - a) Is it organized? Does it flow logically from idea to idea and section to section?
  - b) Is it cohesive? Are you using the same terminology (e.g., life satisfaction vs. satisfaction with life) throughout? Are there any “jumps” that might leave a reader confused? For example, do you discuss a construct in the methods section that is not introduced in the introduction section?
  - c) Is it informative? Could a reader who is not familiar with this topic area understand how you carried out the study?
  - d) Is it persuasive? Would a reader who is not familiar with this topic area be convinced that this is an important question to study and that your results are worth reading?

- 8) Make any changes you need to improve the organization, cohesiveness, informativeness, or persuasiveness of your report.
- 9) **YOU ARE FINISHED!!!**

Name Final research report

Description

Rubric Detail

Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>APA format: title page</b>	<p><b>0 Points</b></p> <p>3+ errors</p>	<p><b>5 Points</b></p> <p>1-2 errors</p>	<p><b>10 Points</b></p> <p>No errors</p>
<b>Abstract</b>	<p><b>0 Points</b></p> <p>Abstract is more than 120 words or is missing three or more of the following elements: purpose, participants, variables, methods, results, conclusions</p>	<p><b>5 Points</b></p> <p>Abstract is missing two or fewer of the following elements: purpose, participants, variables, methods, results, conclusions</p>	<p><b>10 Points</b></p> <p>Abstract contains all required elements. Concise, cohesive, and well-organized.</p>
<b>Introduction section</b>	<p><b>0 Points</b></p> <p>Missing or extremely weak introduction section</p>	<p><b>15 Points</b></p> <p>Adequate introduction section, but not as informative or persuasive as expected or organization is significantly lacking</p>	<p><b>30 Points</b></p> <p>Outstanding, well-organized introduction section that is informative and persuasive and includes 5 empirical articles, a description of topic's importance, a review of prior literature and gaps in the literature, and clear hypotheses.</p>
<b>Methods section</b>	<p><b>0 Points</b></p> <p>Missing or extremely weak methods section</p>	<p><b>15 Points</b></p> <p>Adequate methods section, but not as clear or detailed as expected</p>	<p><b>30 Points</b></p> <p>Outstanding methods section that is clear and detailed and includes information about participants, materials, and procedures. All processes could be replicated by another researcher.</p>

## Levels of Achievement

Criteria	Novice	Competent	Proficient
<b>Results section</b>	<p><b>0 Points</b></p> <p>Missing or extremely weak results section</p>	<p><b>15 Points</b></p> <p>Adequate results section, but there are minor inaccuracies and/or results are not presented clearly</p>	<p><b>30 Points</b></p> <p>Outstanding results section that is free of inaccuracies and presented clearly</p>
<b>Discussion section</b>	<p><b>0 Points</b></p> <p>Missing or extremely weak discussion section</p>	<p><b>15 Points</b></p> <p>Adequate discussion section, but not as clear, organized, or persuasive as expected</p>	<p><b>30 Points</b></p> <p>Outstanding discussion section that is clear, organized, and persuasive and includes an opening paragraph, an interpretation of results, contextualization of results, implications, limitations, and conclusions</p>
<b>APA format: reference page</b>	<p><b>0 Points</b></p> <p>3+ errors</p>	<p><b>5 Points</b></p> <p>1-2 errors</p>	<p><b>10 Points</b></p> <p>No errors</p>
<b>APA format: other</b>	<p><b>0 Points</b></p> <p>3+ errors</p>	<p><b>5 Points</b></p> <p>1-2 errors</p>	<p><b>10 Points</b></p> <p>No errors</p>
<b>Overall writing quality</b>	<p><b>0 Points</b></p> <p>Weak report that is severely lacking in two or more of the following domains: organization, cohesion, informativeness, persuasiveness.</p>	<p><b>15 Points</b></p> <p>Adequate report that is lacking in one of the following domains: organization, cohesion, informativeness, persuasiveness.</p>	<p><b>30 Points</b></p> <p>Outstanding report that is organized, cohesive, informative, and persuasive. Meets standards for undergraduate-level publication in psychology.</p>

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## Small Group Activity: Identifying Research Gaps



- *Research gap*: a topic area where there is currently not enough research evidence to draw a conclusion.
  - Another way to think of research gaps is as *unanswered questions*.
  - Research gaps may exist because studies have not yet been done on a topic.
  - Research gaps may also exist because existing studies on a topic have found conflicting results.
- There are many ways to state a research gap. Here are some sample formats:
  - The effect of X on Y has not yet been studied.
  - Based on the available evidence, it is unclear whether...
  - Further research is needed to determine...
  - Currently, there is not enough evidence to conclude...
  - Given the conflicting evidence, more research is needed to determine...

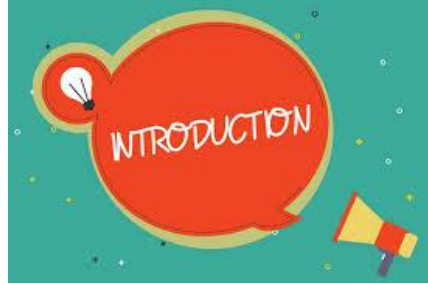
### Instructions

1. Skim these three articles:
  - a. Morton, J. B., & Harper, S. N. (2007). What did Simon say? Revisiting the bilingual advantage. *Developmental Science*, 10(6), 719-726.
  - b. Paap, K. R., & Greenberg, Z. I. (2013). There is no coherent evidence for a bilingual advantage in executive processing. *Cognitive Psychology*, 66(2), 232-258.
  - c. Prior, A., & MacWhinney, B. (2010). A bilingual advantage in task switching. *Language and Cognition*, 13(2), 253-262.
2. These studies come to conflicting conclusions about the cognitive effects of bilingualism. In your own words, summarize the conflict in 3-4 sentences.

3. Based on this conflict, state one research gap. Use the sample formats above, if needed.

4. Imagine that these three studies are the only research that has ever done on the cognitive effects of bilingualism. State **three** research gaps that remain because the research has not yet been done. In other words, after readings these articles, what are your unanswered questions? Use the sample formats above, if needed. Remember that research gaps can be broad or narrow.

## Small Group Activity: Writing Compelling Introductions



1. Skim the introduction section to the research article that your group has been assigned.
2. What is the primary research question that this study attempts to answer?
3. Create a “big picture” outline of the introduction section. Don’t get bogged down by the details – what are the three to five most important topics?
4. Which of the introduction section structures covered in class does this introduction best represent? How so?

5. What is one **strength** of this introduction section as an **informative** piece of writing? In other words, what topic or methodology do you understand more clearly after reading? Explain how the authors were successful.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
6. What is one **weakness** of this introduction section as an **informative** piece of writing? In other words, what topic or methodology is still unclear after reading? Explain how the authors were unsuccessful.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
7. What is one **strength** of this introduction section as a **persuasive** piece of writing? In other words, how did the authors convince you that their study is important? Explain how the authors were successful.



8. What is one **weakness** of this introduction section as a **persuasive** piece of writing? In other words, in what way do you feel unconvinced that this study is important? Explain how the authors were unsuccessful.

9. What is your overall assessment of this introduction section as a piece of informative and persuasive writing? Do you think the structure is effective? Explain.