



PY600 Advanced General Psychology Syllabus
Fall, 3 credit hours, Wednesdays, 2:00 to 4:50 pm

INSTRUCTOR: Dr. Ken Weaver, Professor, 341-5552, office hours by appointment, e-mail: kweaver@emporia.edu, website: <http://www.emporia.edu/parm/kawhp.htm>

COURSE MATERIALS

Stanovich, K. E. (2009). *How to think straight about psychology* (9th ed.). Boston: Allyn and Bacon.

All research articles are provided. You will need access to a current introductory psychology textbook for reference purposes.

COURSE DESCRIPTION

This course is designed for first-year psychology graduate students and Senior psychology majors seeking a challenge. **There is nothing that is not psychological.** If this is correct, then literally everything is connected to the content of psychological science. The main objective for this course is to forge connections among the different parts of your psychological scientific knowledge to improve the coherence of your understanding. To accomplish this objective, we will use research articles, chapters, videos, and class discussion. In addition, you will prepare a review of the research literature and make a group and an individual presentation.

Although “Advanced General” sounds like an oxymoron, the aim of this course is to expand and integrate your knowledge of psychological science through exercising the higher levels of Bloom’s cognitive taxonomy (e.g., application, analysis, synthesis, and evaluation). More simply stated, the course intends to strengthen your critical thinking about psychology.

The only place success comes before work is in the dictionary. You and I will work diligently during this course, and I promise you a rich and satisfying intellectual experience. We are adventurers in the science of our fascinating discipline, exploring the breadth and depth of psychology. You will conclude this course a better thinker, better speaker, and better writer. You will regard psychology with much greater appreciation and wonderment because of the tireless efforts of the creative and dedicated psychological scientists we will encounter during the semester. I am delighted that you have enrolled and pledge my constant support as you expand your horizons.

For your convenience, this syllabus, the rubrics, the powerpoint presentations, and all handouts and class notes are available on the companion course site on Blackboard (<http://elearning.emporia.edu>). You are literally a click away from the electronic versions of all course materials!

COURSE GOALS, LEARNING ACTIVITIES, AND ASSESSMENTS

Goal 1. To better understand psychological science through refined integration/synthesis of psychological knowledge.

Learning Activity 1: The course is centered on an in-depth exploration of original research articles on nine topics in psychological science: what is psychology, stereotype threat, correlation/causation, effects of media sex and violence on behavior, bounded rationality, false and repressed memories and eyewitness evidence, culture and intelligence, effectiveness of psychotherapy, and flawed self-assessment. The researchers will guide our exploration through their articles published in the top tier of psychological science journals and other sources. For each week's three-hour session, we discuss the assigned articles, examining theories, hypotheses, research questions, methodologies, statistical analyses, results, and conclusions. In addition, we will work to draw connections in these areas across studies across the entire semester. You are expected to read carefully and study thoroughly each article and chapter prior to class.

Learning Activity 2. To magnify your exposure to psychological science, you will listen to group and individual presentations on a variety of psychological topics from your peers

Learning Activity 3. I will give you a copy of the Graduate Record Examination Psychology Test (http://www.ets.org/Media/Tests/GRE/pdf/gre_0910_psychology_practice_book.pdf) during Week 2 of the course. Included with the test is an answer key. You are to take the test on your own time, simulating as much as possible test conditions (GRE examinations are now offered via computer, but you can time yourself). Then correct your answers so you have a baseline score should you decide to actually take the test and you can learn what you missed. At the end of the semester, I will prepare a test based and give to you as a graded task.

Assessment 1-1. Midterm Examination. Open note, open article, multiple choice examination on the articles and class discussion through Week 7.

Assessment 1-2. Final Examination. Open note, open article, multiple choice cumulative examination on the articles and class discussion with emphasis on material covered since Week 9.

Assessment 1-3. A test based on 76 of the 215 questions (commensurate with one hour of test-taking time) from the GRE Psychology Test.

Goal 2. To think more critically (i.e., more analytically and more creatively) about a topic in psychological science.

Learning Activity 2-1. You will prepare a 15 to 20 page review of the research literature on a topic of your choice, using at least 20 references from psychological science research journals. The guidelines and calendar for the literature review are elaborated in #1 in the Course Assessments section on page 7.

Assessment 2-1. The assessment of this goal will occur using the rubric in Appendix 1. Note that 10% of the grade is the quality of writing, and I will assess your writing using the rubric in Appendix 4 (see Goal 4)

Goal 3. To strengthen your oral presentation skills.

Learning Activity 3-1. You will make a presentation as part of a group of students based on one of the following topics I selected for this semester: positive psychology, human factors, cross-cultural psychology, evolutionary psychology, health psychology, or sport psychology. Presentation guidelines are located under Assessment 3-2 in the Course Assessment section of the syllabus.

Learning Activity 3-2. The second presentation is an individual presentation. Guidelines for your presentations appear in #2 in the Course Requirement section of the syllabus below. Presentation guidelines are located under Assessment 3-2 in the Course Assessment section of the syllabus

Assessment 3-1. Assessment of your group presentation will occur using the rubric in Appendix 2.

Assessment 3-2. Assessment of your individual presentation will occur using the rubric in Appendix 3.

Goal 4. To become a better writer.

Learning Activity 4-1. You will write a 15 to 20 page review of the research literature on a topic you have selected.

Assessment 4-1. The assessment of this goal will occur using the department's rubric for writing. The department's writing standards, learning guide, and rubric are contained in Appendix 4. Your grade on writing constitutes 10% of the grade of your literature review. You will turn in a draft of your literature review for my critique, which will also include editing of your writing. You will submit the critiqued draft along with your final copy so I can evaluate the improvement of your writing from draft to final copy.

Goal 5. To become more information literate using the Association of Colleges and Research Libraries Information Literacy Standards (<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#stan>), which are:

- A. The information literate student determines the nature and extent of the information needed.
- B. The information literate student accesses needed information effectively and efficiently.
- C. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- D. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- E. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Learning Activity 5-1. For Week 3, we will meet in the library classroom for a rigorous presentation and activities led by library faculty to address all five information literacy standards.

Assessment 5-1. The assessment of this goal is indirect, reflected in a) the quality of the articles you have identified for your review of the literature as ascertained from my review of your draft bibliography of 20 references for literature review due in Week 6 and b) the quality of your literature review and group presentation.

CONTENT AND CALENDAR

Week 1

Welcome, public speaking activity, department writing standards, undergraduate psychology standards, APA's Guidelines for the Undergraduate Psychology Major, Bloom's and Anderson and Krathwohl's taxonomies, Halonen et al.'s rubric for scientific literacy, form groups and assign group presentation topics, discuss procedures for selecting topic for literature review

ASSIGNMENT for Week 2: Read McGovern et al.'s *American Psychologist* article on psychology as part of a liberal education, Zimbardo's APA presidential address in *American Psychologist* on the role of psychology in our lives, and Stanovich's chapter "The Rodney Dangerfield of the Sciences"

Week 2

Class discussion: What is Psychology?

Distribute Graduate Record Examination Psychology Test (from http://www.ets.org/Media/Tests/GRE/pdf/gre_0910_psychology_practice_book.pdf)

ASSIGNMENT for Week 3: Start reading the Steele and Aronson *Journal of Personality and Social Psychology* article describing the first published research on stereotype threat; Cadinu, Maass, Rosabianca, and Kiesner *Psychological Science* article investigating why women experience stereotype threat; Pigliucci's *Skeptical Inquirer* article on correlation/causation;

Stanovich's chapter "Correlation and Causation: Birth Control by the Toaster Method" for Week 4

Week 3 (meet in William Allen White Library Classroom)

Information Literacy: Finding information effectively and efficiently—advanced techniques for using the Kellogg Catalog, Interlibrary Loan, Connectivity, and PsycInfo

ASSIGNMENT for Week 4: Read the Steele and Aronson *Journal of Personality and Social Psychology* article describing the first published research on stereotype threat; Cadinu, Maass, Rosabianca, and Kiesner *Psychological Science* article investigating why women experience stereotype threat; Pigliucci's *Skeptical Inquirer* article on correlation/causation; Stanovich's chapter "Correlation and Causation: Birth Control by the Toaster Method," title/topic for literature review due Week 4

Week 4

Title/topic for literature review due

Class discussion: Stereotype Threat

Class discussion: Correlation and Causation

ASSIGNMENT for Week 5: Read the "sex on television and adolescent sexual behavior" article from *Pediatrics* and the "media and violent behavior" monograph from *Psychological Science in the Public Interest*

Week 5

Class discussion: Does Watching Sex on Television Predict Adolescent Initiation of Sexual Behavior?

Class discussion: Does Media Violence Promote Violent Behavior in Young People?

On your own: Watch Albert Bandura's 2007 Rogers Award address (<http://www.youtube.com/watch?v=xjlbKaSXM3A>) where he describes his work in "education entertainment," which bases the use of characters and stories in televised soap operas or novellas delivering messages such as adult literacy in Mexico, gender inequity issues in India, HIV/AIDS prevention in Tanzania, educational opportunities for daughters in Ghana, and family planning in Peru on his social learning theory. He includes several video examples from a variety of countries.

ASSIGNMENT for Week 6: Read the Kahneman article in *American Psychologist* on bounded rationality, draft bibliography of 20 references for literature review due Week 6

Week 6

Draft bibliography of 20 references for literature review due

Class discussion: Bounded Rationality (Nobel Prize winning research)

Watch in class the first half of Daniel Kahneman's 2002 Nobel Prize in Economics address at http://nobelprize.org/nobel_prizes/economics/laureates/2002/kahneman-lecture.html

ASSIGNMENT for Week 7: Read the Loftus article on make-believe memories from *American Psychologist* and Wells, Memon, and Penrod's *Psychological Science in the Public Interest* monograph on eyewitness evidence

Week 7

Class discussion: False and Repressed Memories and Eyewitness Evidence

Watch the movie *Memory: The past imperfect*

ASSIGNMENT for Week 8: Complete group project presentations; outline of literature review due Week 8

Week 8

Outline of literature review due

Group Project oral presentations

ASSIGNMENT for Week 9: Study for midterm examination; read Sternberg's APA Presidential Address on culture and intelligence in *American Psychologist* for Week 10

Week 9

Midterm Examination: Open book and open note based on course content through Week 8

Student Input Team (see page 9 for description of this course evaluation)

Class discussion: Culture and Intelligence (Part 1)

ASSIGNMENT for Week 10: Work on literature review

Week 10

Class discussion: Culture and Intelligence (Part 2)

ASSIGNMENT for Week 10: Read the *Consumer Reports* article and Seligman's *American Psychologist* article both on the effectiveness of psychotherapy, draft of literature review due Week 11

Week 11

Draft of literature review due

Class discussion: Is Psychotherapy Effective?

ASSIGNMENT for Week 12: Read the Dunning, Heath, and Suls' *Psychological Science in the Public Interest* monograph on flawed self-assessment

Week 12

Class discussion: Flawed Self-Assessment

ASSIGNMENT for Week 13: Prepare oral presentations of your literature review

Week 13

Oral presentation of literature review

ASSIGNMENT for Week 14: Prepare for GRE in-class exam

Week 14

Student evaluation of course

GRE Psychology Test In-class examination (without notes or books): 76 questions selected from the pool of 215 questions on the sample GRE Psychology Test. You have 60 minutes (which is equivalent to answering all 215 questions in the allotted 170 minutes)

Review for final examination

Watch *Candid Camera classics for introductory psychology* with Dr. Philip Zimbardo and Allen Funt. What psychological knowledge is presented in the videotape?

ASSIGNMENT: Prepare for final; literature review due Week 15

Week 15

Literature Review due

Final Examination: Open book and open note based on course content from the entire semester

COURSE ASSESSMENTS

(If you need clarification or have additional questions, I am expecting you to email me at kweaver@emporia.edu or call me at 341-5552.)

Assessment 1-1. Midterm Examination. Open note, open article, multiple choice examination on the articles and class discussion through Week 7.

Assessment 1-2. Final Examination. Open note, open article, multiple choice cumulative examination on the articles and class discussion with emphasis on material covered since Week 9.

Assessment 1-3. A test based on 76 of the 215 questions (commensurate with one hour of test-taking time) from the GRE Psychology Test.

Assessment 2-1. Write a 15 to 20 page review of the research literature on a topic of your selection:

Preparation Calendar:

Title for paper due Week 4
Draft bibliography of 20 references due Week 6
Outline of paper due Week 8
Draft of paper due Week 11
Oral Presentations on Week 13
Final paper due Week 15

Structure and grading for the literature review (see rubric in Appendix 1):

Review of Theories (10 pts)
Synthesis of Theories (10 pts)
Review of Methodologies (10 pts)
Synthesis of Methodologies (10 pts)
Review of Results (10 pts)
Synthesis of Results (10 pts)
Proposed Experiment (10 pts)
APA Format (10 pts)
Writing Quality (20 pts)

About the Synthesis sections:

In the theory, method, and results review sections, you are presenting what you find from the research literature in an organized framework that you think is optimal based on your having "personalized" the content in each article.

The synthesis sections are much different. A literature review like the articles in *Psychological Bulletin* or *Psychological Review* articulates both the base knowledge from research and then new insights (the fruits of synthesis). The literature review author leads the audience to new ways of thinking about theory, new ways of doing research, new ways of understanding the results. The newness is the content of the synthesis sections, and subsequently, the basis for the study you are proposing which will conclude your paper.

Where are these new insights coming from? They are based on your work understanding, analyzing, and evaluating each study. In your mind, you then have understandings for each of your studies. The task then is to perform a mental meta-analysis of comparing and contrasting in as detailed fashion as possible the three facets of all of your studies with one another, integrating all of the theories across all of your articles with one another, all of the methods with one another, all of the results with one another. If you have just two theories, then you work at a more detailed level than if you had four theories.

Through this intense mental effort, you are forging the 20 different studies into one coherent understanding, and your three synthesis sections are written from this unified perspective.

What is the content of these synthesis sections? For the theory, the content could consist of different predictions about the same situation from two different theories, contradictions or agreements across theories, gaps you have discovered in a theory, or a variety of other insights. One of these insights is the potential rationale for your future study. For methods, the content could consist of "seeing" all of the methods as one basic method with several variations. Or you might see that even slight variations in methods produce dramatically different results. Or vice versa. A variation of one of the methods might become the method for your study. For results, are all results consistent? Are there results that are inconsistent and if so, how so--in a very detailed fashion. The synthesis is where you discover what was not there before.

In a published literature review, the synthesis is integrated into the flow of the paper. In contrast, for the literature review in PY600, these sections are segregated so you and I can see how your mind is working relative to the content of your studies.

Assessment 3-1. Orally present a 15 minute group project (see Appendix 2 for Grading Rubric) on one of the topics selected for this semester: positive psychology, human factors, cross-cultural

psychology, evolutionary psychology, health psychology, or sport psychology. Adhere your presentation to the six guidelines following *Assessment 3-2* in the next section.

Assessment 3-2. Deliver a 10 minute presentation on your literature review, complete with handout (see Appendix 3 for Grading Rubric). You will need to provide a videotape for taping yourself, and you will do a self-critique of your performance (neither graded or turned in).

Reading a paper is structured differently from listening to a paper. When you read a paper, you can go back and reread what you did not catch. When you listen to a paper, you have just one shot to get the information unless the presenter is so attuned to his/her material that embedded into the presentation are some repeated points that anchor the audience's understanding of the key concepts/meaningfulness of your presentation. Here are six guidelines for preparing and delivering an effective presentation:

- 1) The audience (operationalized for your presentation as me) needs to understand what your points are, and that those points are organized according to theory, methodology, and results, and those points are consistent across the different perspectives of your paper.
- 2) The content of the presentation, like the content of your paper, is integrated across studies.
- 3) A 10 minute presentation corresponds to about 7 double-spaced text pages presented at conversational speed so you will need to pick and choose carefully what you present—you cannot present your entire literature review. 10 minutes, like 15 to 20 pages, is not much time or space to capture the richness of the pool of 20+ studies you are working with.
- 4) A student oral presentation is commonly accompanied by a handout or, if it is non-empirical as yours is, an outline.
- 5) About the mechanics of the presentation, you are doing a presentation, not a reading; so present and do not read (if you need one or two notecards, that's okay). Have good eye contact with the audience. Speak clearly and articulately with enthusiasm for your topic.
- 6) Conclude with a very brief presentation about your proposed study including your research question/hypothesis, design, and method.

You do not need to turn in the text of the presentation. As you present, I will write my critique as I did for the Group Presentations.

Assessment 4-1. The evaluation of your writing for your review of the research literature using the rubric in Appendix 4. The grade for your writing constitutes 10% of the final grade for your paper.

COURSE EVALUATION

- 25% Literature Review (see Rubric in Appendix 1 and Writing Standards Rubric in Appendix 4)
- 20% Final examination
- 15% 15 minute group project presentation (see Rubric in Appendix 2)
- 15% GRE Psychology Test
- 15% 10 minute individual oral presentation of literature review (see Rubric in Appendix 3)
- 10% Midterm examination

A	=	92–100	C+	=	78–79
A–	=	90–91	C	=	70–77
B+	=	88–89	D	=	60–69
B	=	82–87	F	=	0–59
B–	=	80–81			

All assessments are due as indicated in the syllabus. The grade on your literature review will be lowered by *10 points per late day*, which starts immediately after class ends. University policy is that the I Incomplete grade is only given for medical emergencies. All assessments other than the final examination not completed by the last class of the course will automatically become 0.

STUDENT INPUT TEAM

I will randomly (using a random number table) select two students to constitute a team whose purpose is to solicit student suggestions and concerns about the course after the midterm examination and present those ideas to me so changes beneficial to student learning can occur **while the course is in progress**. Immediately after the midterm examination, I will leave the room, and the Student Input Team will ask students to respond to three questions: What are your concerns about the course, what about the course is going well for you, and what suggestions do you have to improve the course. You are encouraged to express ideas and concerns to student input team members. I will never see what you write. Instead, the student input team will meet with me within a week to present the concerns and suggestions and discuss how I can change the course to address them. This course has benefited tremendously from input from students.

ATTENDANCE POLICY

Students are expected to attend class each week. Given the serious concerns about the H1N1 virus, if you have a fever or are nauseous, do not come to class. You are responsible for all work you have missed (all powerpoints are posted on Blackboard). Work with another student to get notes and then, if you have questions, we can visit by email or face-to-face. If you are absent the

day of your group presentation, your group will present at a different time. There will be no acceptable excuse for turning in your review of the research literature late.

ESU'S ACADEMIC DISHONESTY POLICY

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

ESU'S DISABILITY ACCOMMODATION POLICY

Emporia State University will make reasonable accommodations for persons with documented disabilities. Candidates need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between candidates, the Office of Disability Services, and the professor is strictly confidential.

STUDY CHECKLIST (I encountered this list at a website whose URL I have misplaced. No author was given. I encourage your following all nine of these actions!)

1. I read the assigned material the day before the material is covered in class.
2. I allow enough time for reading the assigned material so that I can read it slowly and thoughtfully.
3. I read to find out "why?" in addition to "what?" because I really want to understand the material to learn effectively.
4. I attend class regularly and am rarely or never late.
5. I sit near the front of the class so that I feel like a participant not a passive observer.
6. I take notes on virtually everything that is said or discussed in class.
7. I ask questions in class until the concept being presented is clear in my mind. This also helps me feel a part of the class instead of an observer watching others learn.
8. I have organized a study group of three or four friends with whom I review the textbook material, handouts, homework, and class presentations.
9. I get a good night's sleep prior to the day of the exam.

If your answer to one or more items is "no," you want to fine tune your study habits and practices to incorporate these methods and strategies.

BIBLIOGRAPHY (the week of the course you will need the reference is indicated in bolded brackets)

Allen Funt Productions (Producer). (1992). *Candid Camera classics for introductory psychology* [videotape]. (Available from Candid Camera, PO Box 827, Monterey, CA 93942)

[Week 14]

American Psychological Association, Task Force on Psychology Major Competencies. (2007).

APA guidelines for the undergraduate psychology major. Washington, DC: Author.

Retrieved April 28, 2007 from www.apa.org/ed/psymajor_guideline.pdf. **[Week 2]**

Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J. D., Linz, D., et al.

(2003). The influence of media violence on youth. *Psychological Science in the Public Interest, 4*, 81-110. **[Week 5]**

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn and Bacon. **[Week 1]**

Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: Longmans, Green. **[Week 1]**

Cadinu, M., Maass, A., Rosabianca, A., & Kiesner, J. (2005). Why do women underperform under stereotype threat? *Psychological Science, 16*, 572-578. **[Week 4]**

Canadian Broadcasting Association (Producer). (1993). *Memory: A past imperfect* [videotape]. (available from Filmmakers Library, Inc., 124 E. 40th St., New York, NY 10016) **[Week 7]**

Collins, R., Elliott, M. N., Berry, S. H., Kanouse, D. E., Kunkel, D., Hunter, S. B., et al. (2004).

Watching sex on television predicts adolescent initiation of sexual behavior [Electronic version]. *Pediatrics*, 3, e280-e289. **[Week 5]**

Consumer Reports (1995, November). Mental health: Does therapy help? pp. 734-739. **[Week 11]**

Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment: Implications for health, education, and workplace. *Psychological Science in the Public Interest*, 5, 69-106. **[Week 12]**

Halonen, J. S., Bosack, T., Clay, S., McCarthy, M., Dunn, D. S., Hill IV, G. W., McEntarffer, R., Mehrotra, C., Nesmith, R., Weaver, K. A., & Whitlock, K. (2003). A rubric for learning, teaching, and assessing scientific inquiry in psychology. *Teaching of Psychology*, 30, 196-208. **[Week 1]**

Kahneman, D. (2003). A perspective on judgment and choice: Mapping bounded rationality. *American Psychologist*, 58, 697-720. **[Week 6]**

Loftus, E. F. (2003). Make-believe memories. *American Psychologist*, 58, 867-873. **[Week 7]**

McGovern, T. V., Furumoto, L., Halpern, D., Kimble, G. A., & McKeachie, W. J. (1991).

Liberal education, study in depth, and the arts and sciences major-psychology. *American Psychologist*, 46, 598-605. **[Week 2]**

Pigliucci, M. (2003). Causes and correlations. *Skeptical Inquirer*, 27, 15-16. **[Week 4]**

Seligman, M. E. P. (1995). The effectiveness of psychotherapy [Electronic version]. *American Psychologist*, 50, 965-974. **[Week 11]**

- Stanovich, K. E. (2004). Correlation and causation: Birth control by the toaster method (pp. 69-79). *How to think straight about psychology* (7th ed.). Boston: Pearson. **[Week 4]**
- Stanovich, K. E. (2004). The Rodney Dangerfield of the sciences (pp. 175-198). *How to think straight about psychology* (7th ed.). Boston: Pearson. **[Week 2]**
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811. **[Week 4]**
- Sternberg, R. J. (2004). Culture and intelligence. *American Psychologist*, 59, 325-338. **[Weeks 9 & 10]**
- Wells, G. L., Memon, A., & Penrod, S. D. (2006). Eyewitness evidence: Improving its probative value. *Psychological Science in the Public Interest*, 7, 46-75. **[Week 7]**
- Zimbardo, P. G. (2004). Does psychology make a significant difference in our lives? *American Psychologist*, 59, 339-351. **[Week 2]**

Appendix 1

Review of the Research Literature Paper Structure and Grading

Review of Theory (10 pts): Excellent—theories are presented in a flowing, interesting manner that maximizes reader's understanding, the theories are detailed enough to support readers understanding, the content is structured to maximize understanding

Synthesis* of Theories (10 pts): Excellent—the connections between new theoretical insights and the theories presented in the preceding section are logically and cogently made

Review of Methodology (10 pts): Excellent—methods are presented in a flowing, interesting manner that maximizes reader's understanding, important details about participants, design, tasks, instrumentation, and procedures are compared and contrasted, the content is structured to maximize understanding

Synthesis* of Methodologies (10 pts): Excellent—the connections between new methodological insights and the methodologies presented in the preceding section are logically and cogently made

Review of Results (10 pts): Excellent—results are presented in a flowing, interesting manner that maximizes reader's understanding, the content is structured to maximize understanding

Synthesis* of Results (10 pts): Excellent—the connections between new results insights and the results presented in the preceding section are logically and cogently made

Suggestion for Future Research (10 pts): Excellent—the *one* suggestion is anchored in prior content of paper, the connection of suggestion to prior content is logically made, the suggestion articulates the theory and the method to investigate the research question, and the usefulness of anticipated results is elaborated

APA format (10 pts): Excellent—3 or fewer errors in APA format.

Writing Quality (20 pts): Excellent—consistently high adherence to the department's 10 writing standards (see <http://www.emporia.edu/parm/documents/PARMWritingStandards.pdf>)

*Synthesis sections will contain new information based on your insights into the theories, methodologies, and results from the research you have read. Each of the synthesis sections will contain new information that is clearly connected to that part of the review. In turn, the Suggestions for Research is based on the synthesis.

Appendix 2

PY600 Group Presentation Rubric

Content (50%)

Excellent: Content coverage is balanced among theory, methodology, and results. Content is current and interesting. Content conveys important, relevant, or pertinent information about the topic. The knowledge presented gives listener a clear sense of meaningfulness.

Good: Content coverage is minimal in one of the areas. Some content is dated (i.e., pre-1990). Information about the topic is mostly (90%) but not consistently important, relevant, or pertinent. The knowledge presented is somewhat meaningful.

Fair: Content coverage is minimal in two of the areas. Most content is dated (i.e., pre-1990). More than 10% of the information is not important, relevant, or pertinent. The knowledge is mostly superficial

Organization (25%)

Excellent: Content “flows” smoothly. The order of topics is intrinsically logical. Transitions between sections are seamless. The presentation produces coherent understanding.

Good: Order of topics is mostly logical. Some transitions between sections are missing or lack enough detail to achieve smoothness. Coherent understanding is lacking.

Fair: Flow is “jerky.” Topics in the presentation change with little or no transition. The order of topics is not logical. Coherent understanding by the listener is not obtained.

Delivery (25%)

Excellent: All group members participate equally. Each member’s presentation is polished, delivered smoothly and clearly without hesitation or gaps so that audience can easily follow. Very few uhs. Articulation/enunciation by speakers is clear. The transition from speaker to speaker is smooth. Speakers are enthusiastic about their topic. PowerPoint slides contain just essential information, are not read, and support rather than compete with the speakers.

Good: A few gaps or hesitations. Speakers are mostly articulating clearly. A few uhs. Enthusiasm for topic is mostly high but not consistent across speakers. Participation is not quite equal. Some PowerPoint slides are read and/or contain too much information.

Fair: Gaps and hesitations are consistent. Grasping what the speakers are saying requires listeners’ effort. One or more of the speaker’s enthusiasm for topic is minimal. One member dominates or one member barely contributes. PowerPoint slides are usually read and/or contain too much information.

Note: Excellent corresponds to grade in the 90s, Good corresponds to grade in the 80s, Fair corresponds to grade in the 70s.

Appendix 3

Individual Presentation Rubric

Content (50%)

Excellent: Content coverage is balanced among theory, methodology, and results. Content is current and interesting. Content conveys important, relevant, or pertinent information about the topic. The knowledge presented gives listener a clear sense of meaningfulness.

Good: Content coverage is minimal in one of the areas. Some content is dated (i.e., pre-1990). Information about the topic is mostly (90%) but not consistently important, relevant, or pertinent. The knowledge presented is somewhat meaningful.

Fair: Content coverage is minimal in two of the areas. Most content is dated (i.e., pre-1990). More than 10% of the information is not important, relevant, or pertinent. The knowledge is mostly superficial

Organization (20%)

Excellent: Content “flows” smoothly. The order of topics is intrinsically logical. Transitions between sections are seamless. The presentation produces coherent understanding.

Good: Order of topics is mostly logical. Some transitions between sections are missing or lack enough detail to achieve smoothness. Coherent understanding is lacking.

Fair: Flow is “jerky.” Topics in the presentation change with little or no transition. The order of topics is not logical. Coherent understanding by the listener is not obtained.

Delivery (20%)

Excellent: Presentation is polished, delivered smoothly and clearly without hesitation or gaps so that audience can easily follow. Very few uhs. Articulation/enunciation by speaker is clear. The transition from section to section is smooth. Speaker is enthusiastic about their topic. PowerPoint slides contain essential information, are not read, and support rather than compete with the speaker. Length between 9 and 11 minutes

Good: A few gaps or hesitations. Speaker is mostly articulating clearly. A few uhs. Enthusiasm for topic is mostly high but not consistent across presentation. Some PowerPoint slides are read and/or contain too much information. Length 8 to 8 minutes 59 seconds or 11 minutes and 1 second to 12 minutes

Fair: Gaps and hesitations are consistent. Grasping what the speaker is saying requires listeners’ effort. Enthusiasm for topic is minimal. PowerPoint slides are usually read and/or contain too much information. Less than 8 minutes or more than 12 minutes.

Handout (10%)

Excellent: The handout includes key information/points/conclusions/content that supports the listener's understanding of the presentation content.

Good: The handout's content moderately supports the content of the presentation or match somewhat the content of the presentation. The handout competes with presentation and PowerPoint for the listener's attention.

Fair: The handout's content is not aligned with the presentation, does not support the content of the presentation, and does not facilitate listener's understanding of the content of the presentation. The handout competes with the presentation and the PowerPoint for the listener's attention.

Note: Excellent corresponds to grade in the 90s, Good corresponds to grade in the 80s, Fair corresponds to grade in the 70s.

Appendix 4

Scientific Writing Standards, Learning Guide, and Rubric Department of Psychology, Art Therapy, Rehabilitation, and Mental Health Counseling



The Standards

1. The student will write clearly.
2. The student will write concisely.
3. The student will write with felicity of expression.
4. The student will write primarily in active rather than passive voice.
5. The student will use the correct person.
6. The student will correctly match all pronouns with their antecedents.
7. The student will present parallel ideas in parallel form.
8. The student will correctly punctuate.
9. The student will correctly spell.
10. All writing will otherwise adhere to APA format.

Introduction

One of the most valuable skills psychology majors learn is to write well scientifically. Learning to write well improves the clarity of your thinking and, subsequently, the clear expression of that thinking, enabling you to communicate effectively so that readers understand your meaning. Writing is a mirror reflecting meaningfulness from the writer's mind to the reader's mind.

The faculty have placed such a high value on quality scientific writing that Standard 3 of the BS/BA Psychology curriculum is "Our majors will demonstrate the skills to be clear writers and articulate presenters." In support of this standard are a variety of short and long writing assignments in required and elective courses in the major, culminating in the literature review and research paper for the Senior-level Internship.

Note that the faculty differentiate in Standard 3 between writing and presenting. Writing is not talking with words. Although writing a paper and writing a presentation are similar, writing to be read requires different punctuation, different expressions, and different approaches than writing to be heard. The writing standards presented in this document apply to papers to be read.

To write well means correct punctuation, grammar, and syntax. It also means putting words together so that the reading flows smoothly and the meaning is easy to grasp. The writer is responsible for making the meaning readily accessible to the reader, and the goal of the department's writing standards is to support the student in meeting this responsibility. "Correct grammar and thoughtful construction of sentences ease the reader's task and facilitate unambiguous communication" (*Publication Manual*, p. 41).

Faculty are not editors of your writing but evaluators of your content and your thinking to sculpt the content into your paper. These writing standards are designed to guide students and faculty in the teaching and learning of quality writing. Assistance with your writing is also available in the Campus Writing Center located at 345 SE Morse (x5380), although staff do not know APA format. Also, proof your papers before you submitting them.

APA format. The American Psychological Association publishes the *Publication Manual of the American Psychological Association* (5th edition). The department has two copies in the Davis Lab and one copy in the Conference Room of the department office for students to use. In addition, a variety of websites contain APA format tips and style pointers. As a complement to the *Publication Manual*, we recommend the APA Research Style Crib Sheet available at <http://www.docstyles.com/apacrib.htm> for its accuracy, brevity, readability, and accessibility.

ALL written assignments in your psychology courses will adhere to APA format. All writing will be double spaced, punctuation and capitalization will adhere to the rules of grammar, citations will be cited correctly in both the text and the reference section. Some of your written assignments (e.g., literature reviews, research papers) will use *full format*, that is, a title page, abstract, and references will be included with the body of the text. Other written assignments will require the *brief format*, which will include just the body of text and possibly the references. Professors will indicate for each writing assignment whether the full or brief format is to be used.

Grading. In grading written assignments, faculty often allocate 10% or more of a paper's final grade to the quality of the writing as defined by the adherence to these standards and APA format. The faculty expect all students to be good writers.

Standard 1 The student will write clearly (Publication Manual, pp. 36-40).

The goal of all good scientific writing is to communicate with clarity. Clarity means that the writing communicates exactly the meaningfulness that the writer intended. Thus, when you write the sentence:

I have always been interested in psychology.

you are saying that you have been interested in psychology since your first recollection of childhood. This is neither true nor accurate, and thus poor writing. A better sentence because of its clarity is:

My interest in psychology began with my high school psychology course.

Writers do not want their writing to be like a Rorschach inkblot, where different readers create different meanings from the same text. Clear writing is read literally, thus using words precisely is essential and using poetic expressions, rhyming, clichés, symbols, or figurative language like metaphors and similes are avoided (*Publication Manual*, p. 61). Does the following sentence:

I am ready to get back in the swing of things.

mean that the person is looking for a swing or wanting to swing. No. “Getting back in the swing of things” is a figurative expression. The sentence is unclear what the person is ready to do and assumes the reader is familiar with the expression.

A reciprocal relationship exists between writing and thinking. To write clearly requires clear thinking about the topic being written about, and the more clearly the writer understands the topic, the clearer will be the writing.

The antithesis of clear writing is ambiguity, which refers to the reader’s uncertainty about the meaning of the writer’s words. When you write:

I work many hours a week.

do you mean 15 hours or 60 hours and what is the nature of the work—is the work sedentary or physically demanding, boring or mentally demanding? You need to be specific in your writing. A clearer restating of this sentence is:

I work 20 hours a week teaching two sections of PY100 Introductory Psychology.

When you use “this,” “that,” “these,” or “those” as pronouns, what these terms refer to may be unclear to the reader and may require the reader to reread previous sentences to maintain the writing’s meaningfulness. Instead, use these terms as adjectives.

Verbs like change, affect, differ, and influence are not as specific and thus not as clear as verbs that specify direction like improve, increase, deteriorate, decrease. The sentence:

The treatment influenced the rats’ weights.

becomes more specific when restated:

The treatment increased the rats' weights.

Standard 2 The student will write concisely (Publication Manual, pp. 34-35).

Conciseness means that the writer writes only what needs to be communicated, creating different combinations of words and then deciding on the one optimal combination that most clearly states meaningfulness with the fewest possible words. Wordiness produces embellishment and flowery writing, which are inappropriate in scientific style, reveal a person with limited skill using language, and increase the reader's cognitive burden to understand the writing. Be frugal with words. Other than articles (a, an, the), do not repeat a word in the same sentence.

How can the following sentence be more concise:

I will be taking some courses over again to get a better grade.

“Repeat” means “taking over again.” Changing to active voice (see Standard 4) eliminates the word “be.” “To get a better grade” means improving. Thus, the more concise statement with 9 words instead of 13 words and written in active voice is:

I will repeat some courses to improve my grades.

Redundancy means saying the same thing twice. Do you see the redundancy in the following sentence:

Doing an internship is absolutely essential for getting into graduate school.

Embedded in the meaning of essential is the quality of absoluteness. Thus, absolutely essential means essential. The better sentence is:

Doing an internship is essential for getting into graduate school.

Other examples: write “small” instead of “small in size,” “68 participants” instead of “a total of 68 participants,” “four groups” instead of “four different groups,” a “summary” instead of a “brief summary”

Avoid using “there is,” “there are,” “there was,” “there were,” and “there will be.” Instead of writing:

There were several Psi Chi members who attended the APA convention.

write:

Several Psi Chi members attended the APA convention.

Avoid using all forms of “be able to.” Instead of writing:

The participants were able to type their responses into a computer.

write:

The participants typed their responses into a computer.

Avoid using “it has been suggested, noted, found, etc. that,” “it is possible that,” “it appears that,” and “it is important that” as these expressions are unnecessary. Consider the sentence:

It has been suggested that self-esteem changes in adolescence.

A better sentence is

Self-esteem may change in adolescence.

or

Leftwich (2005) proposed that self-esteem changes in adolescence.

Similarly, the expressions “previous research has found” or “a study by Holmes found” lack conciseness. The better expression of the sentence:

Previous research has found that classically conditioning fear is difficult in food-deprived rats.

is:

Classically conditioning fear is difficult in food-deprived rats.

The better expression of the sentence:

A study by Holmes found that GRE scores are not good predictors of doctoral completion rates.
is:

Holmes (1996) found that GRE scores are not good predictors of doctoral completion rates.

or even better for reading flow (see Standard 4):

GRE scores are not good predictors of doctoral completion rates (Holmes, 1996)

Standard 3 The student will write with felicity of expression (Publication Manual, pp. 32-34).

Felicity means an appropriate and pleasing manner or style (from dictionary.com). Good writing has a beauty of flow as the words are processed in the reader's mind. The way words are arranged into sentences, sentences into paragraphs, and paragraphs into sections heighten the writing's interest, making the reader more involved with the text and motivated to glean all of the meaningfulness of the text.

How will you as the writer choreograph the understanding of the content in the mind of your reader? The flow from idea to idea, sentence to sentence, and paragraph to paragraph increases readers' understanding and their likelihood of staying connected with the meaning conveyed by the writing.

Imagine the reading analogy of listening to a monotone speaker or driving through a barren landscape. How can you improve the "topography" of your writing to sustain the reader's interest? Mixing the complexity of your sentences and putting reference citations at the end of sentences contribute to keeping the reading interesting.

Standard 4 The student will write primarily in active rather than passive voice (Publication Manual, pp. 41-42).

Writing in active voice makes the sentences more interesting, less wordy, more focused, clearer, and less ambiguous about the meaning. In the sentence,

The survey was conducted in a controlled setting.

it is ambiguous who conducted the survey. A better sentence is:

We conducted the survey in a controlled setting.

How could you better write the following sentence to reduce the number of words:

The experiment was designed by Grover (2005).

The answer is convert to active voice:

Grover (2005) designed the experiment.

Standard 5 The student will use the correct person (Publication Manual, p. 39).

When you write about theories, results, methods, ideas, you are writing in the third person. When you switch to second person, you have included "you" in your sentence, which is not permitted. You can write in first person (I or we) in only one situation—when you are referring to yourself or your lab group in the procedure:

I administered the survey to the participants.

or

We changed the protocol after every trial.

Watch out for anthropomorphism (Publication Manual, p. 38). Anthropomorphism means attribution of human motivation, characteristics, or behavior to inanimate objects, animals, or natural phenomena. Thus, an experiment cannot attempt to demonstrate or a method cannot control unwarranted variables. Instead, use “I” or “we.” Thus, the following sentence:

The experiment collected data from participants at both sites.

should be rewritten to read:

I collected data from participants at both sites.

Standard 6 The student will correctly match all pronouns with their antecedents (Publication Manual, pp. 47-48).

Each pronoun must refer clearly to its antecedent and agree with the antecedent in number and gender. What is incorrect about the following sentence:

Interviewing the participant means that they answer 10 questions.

The pronoun “they” is plural but refers to “participant” which is singular. Correcting this error means making participant plural:

Interviewing the participants means that they answer 10 questions.

Do not use the pronoun combinations of he/she, (s)he, he or she, him or her in your writing. Change the antecedent to plural and then use “they” as the pronoun. Instead of writing:

The participant moved to the second testing room when he/she heard the tone.

write:

The participants moved to the second testing room when they heard the tone.

Standard 7 The student will present parallel ideas in parallel form (Publication Manual, pp. 57-60).

Using between/and, both/and, neither/nor, either/or, and not only/but also is rarely necessary as the sentence can be made more concise without these conjunctions. If you do use these terms,

make certain that all elements of the parallelism are present before and after the coordinating conjunction. For example, the sentence:

The rats were both difficult to feed and weigh.

needs to change to read:

The rats were difficult both to feed and to weigh.

but the best (i.e., most concise) version is:

The rats were difficult to feed and weigh.

Here is another example:

The participants signed not only the consent form but they also requested a debriefing session.

needs to change to read:

The participants not only signed the consent form but also requested a debriefing session.

but the best (i.e., most concise) version is:

The participants signed the consent form and requested a debriefing session.

Elements in a series (Publication Manual, pp. 115-117). Elements in a series must be parallel in structure. The sentence:

The participants were told to be comfortable, read the instructions, and that they should ask about anything they did not understand.

presents a series of three elements where two elements are infinitives (to make themselves comfortable and to read the instructions) and the third element is a dependent clause. All three elements need to have the same structure, thus:

The participants were told to be comfortable, read the instructions, and ask about anything they did not understand.

Also, elements in a series are identified with lowercase letters in parentheses to prevent misreading or to clarify the sequence or relationship between elements. For example,

The course's three requirements are (a) writing and presenting article summaries, (b) participating in class discussions, and (c) working on a group project.

Using numbers to identify elements in a series is used only for separate paragraphs in a series, such as itemized conclusions or steps in a procedure. The number is followed by a period but not enclosed in or followed by parentheses.

Standard 8 The student will correctly punctuate (Publication Manual, pp. 78-88) and capitalize (pp. 94-100).

APA format requires correct punctuation and capitalization. Most punctuation errors involve overusing the comma, usually when it is placed where the speaker would be pausing in orally presenting the text. The rules that govern the use of punctuation are based on grammar, not on how the text sounds as one is speaking it. The comma in the following sentence:

The rats buried the device making the noise, and then ran to the opposite side of the cage.

should be deleted so the sentence reads:

The rats buried the device making the noise and then ran to the opposite side of the cage.

and more concisely read:

The rats buried the noise-making device and then ran to the opposite side of the cage.

Standard 9 The student will correctly spell (Publication Manual, pp. 89-94).

Correct spelling is essential for quality writing. Incorrect spelling detracts the reader from the text's meaningfulness, slows reading rate, disrupts the reader's continuity or flow, raises doubts about the writer's intellectual ability, and mars reading enjoyment. Most word processing programs have built-in spell checkers as part of their word-processing software (e.g., Microsoft Word, WordPerfect, etc.); however, this check will not catch situations where an incorrect word but correctly spelled is used—plane instead of plain. Also, contractions (e.g., don't, can't, won't, didn't, etc.) are not used in scientific writing.

Hyphenated words. APA has a set of five principles governing the use of hyphens:

1. Do not use a hyphen unless it serves a purpose, as delineated in the following principles.
2. Use a hyphen for a temporary compound used as an adjective if the term can be misread or if the term expresses a single thought. For example:

The adolescents resided in two parent homes.

is not the same sentence as:

The adolescents resided in two-parent homes

3. Hyphenating most compound adjectives occurs when the compound adjective precedes the term it modifies. Contrast:

She is forward thinking.

with

The forward-thinking woman anticipated the event.

4. Most words formed with prefixes (e.g., aftereffect, posttest, minisession, counterbalance, extracurricular) are not hyphenated (exceptions: words with self, words that could be misunderstood such as repair and re-pair, and words in which the prefix ends and the base word begins with the same vowel such as meta-analysis and co-occur).

5. When two or more compound adjectives have the same base, the base is used only with the last modifier, such as long- and short-term memory, or 2-, 3-, and 10-min trials, pre- and posttest.

Acronyms and abbreviations (*Publication Manual*, pp. 103-111). A term the writer plans to abbreviate must first appear written out completely, followed immediately by its abbreviation in parentheses. Thereafter, the abbreviation is used instead of the term. Thus,

The American Psychological Association (APA) developed ethical guidelines to inform clinical practice.

The next time in the paper the writer used American Psychological Association in a sentence:

APA's ethical guidelines are reviewed and revised periodically to reflect current standards of conduct.

Numbers and percentages (*Publication Manual*, pp. 122-130). Words express numbers up to nine, and figures usually express numbers 10 and above. Thus,

The experimenter tested 14 participants each day.

When presenting percents, the number is given with the % sign. Thus,

In open field studies, 30% of the test animals stay within 10 feet of the water.

Standard 10 All writing will otherwise adhere to APA format.

Is the page header correct? Does the Running head appear all in caps? Is the title page numbered page 1? Is the first line of the Abstract not indented? Are the proper levels of heading used properly? Do reference citations appear correctly in text? Does the order of citations in parentheses parallel the order of references in the reference list? Are direct quotes cited

correctly? Are statistical symbols properly italicized? Is “et al.” used correctly? Do tables and figures adhere exactly to APA format? Do the references appear in appropriate alphabetical and chronological order? Are the references formatted correctly?

The Rubric

The rubric is the basis for the faculty to evaluate student writing and for students to know before they write the criteria on which they will be assessed. The rubric covers all 10 standards. Each standard can be awarded up to 10 points for a total perfect score of 100 if all standards are met with an excellent evaluation on each.

1. The student will write clearly. Excellent means that the meaningfulness of the text is consistently apparent to the reader. Unacceptable means that the reader is not sure of the text’s meaning or that the text’s meaning is ambiguous, that is, the text has more than one meaning and reader is uncertain which meaning applies.
2. The student will write concisely. Excellent means that the writer is expressing ideas using the appropriate words without being wordy. Unacceptable means that the writing “rambles,” that the writer is not making points directly and using unnecessary words or too many words to convey meaning.
3. The student will write with felicity of expression. Excellent means that the writing flows from topic to topic, that sentence structure is varied, and that vocabulary is used properly. Unacceptable means that the flow of reading lacks coherence, sentences tend to have the same structure, and word use is restricted to simple words.
4. The student will write primarily in active rather than passive voice. Excellent means that the writer primarily uses active voice. Unacceptable means that the writer primarily uses passive voice.
5. The student will use the correct person. Excellent means that the writer primarily writes in third person and knows the few instances where first person is acceptable. Unacceptable means that the writer uses mostly first or second person, except when referring to himself/herself in the Methods section of a report.
6. The student will correctly match all pronouns with their antecedents. Excellent means that all pronouns correctly match their antecedents. Poor means that pronouns consistently do not match their antecedents.
7. The student will present in a series parallel ideas in parallel form. Excellent means that items in a series will be syntactically similar. Poor means that items in a series are syntactically different.

8. The student will correctly punctuate. Excellent means that the writer makes no errors in punctuation. Poor means consistent errors in punctuation.

9. The student will correctly spell. Excellent means that the writer spells all words correctly. Poor means pervasive spelling errors.

10. All writing will otherwise adhere to APA format. Excellent means that APA format is adhered to perfectly without errors. Poor means pervasive APA formatting errors.