Psychology 331: Laboratory in Cognitive Psychology Fall 2017

Meeting Time:
Location:
Instructor: Dr. Mallorie Leinenger
Office Hours:
Office:
Email:

Course Description: This course is designed to give you hands-on experience conducting basic research in cognitive psychology. Over the course of the semester, you will conduct two complete studies. The first study will be completed as a group, and the whole class will examine questions related to the same topic (visual search). The second study will allow you to work more independently to develop a study on a topic of your choosing, so long as it is a question relevant to cognitive psychology. Both projects will require you to develop background knowledge about a specific topic in cognitive psychology and to generate a research question and testable hypothesis. You will then focus on designing and implementing an experimental paradigm that will allow you to answer your research question. After collecting data, you will need to analyze and interpret your findings. Finally, you will communicate your research findings by means of an oral presentation and an APA-formatted paper.

Much of the work for this course will be done outside of the scheduled class meeting times, so you will need to set aside time to devote to your projects. In addition, you should expect to meet with me routinely throughout the semester, either during my office hours or by setting up additional appointments. This class will move very fast, so please let me know about any questions, issues, or tough spots as they occur so that we can work together to solve them quickly and keep your projects on schedule (not having any issues? Stop by to discuss something exciting, unexpected, or cool in your data!)

Course Goals: A primary goal of this course is the continued development of your research skills. In addition, this course fulfills the "W overlay", so you will have the opportunity to improve your scientific writing skills.

After completing this course, you should be better able to:

- Conduct a literature search.
- Comprehend empirical work and integrate ideas and findings from multiple sources.
- Develop a testable hypothesis based off an established theoretical stance.
- Determine appropriate research methodology in cognitive psychology.
- Understand the advantages and disadvantages of using repeated measures designs.
- Establish an ethical study and uphold ethical principles while working with human participants.
- Conduct an empirical study and ensure that you have avoided various forms of bias.
- Establish a valid data set and conduct appropriate analyses to address your hypothesis.
- Communicate your ideas and the results of your study orally and in APA format.

Project 1 (Group): As a class, we will conduct an initial investigation of a topic and discuss the issues involved and results found. This semester, we will be examining visual search. Each student will be assigned to a group of 4 that will develop a unique experiment that is related to the initial topic. The groups will then design the materials and collect data from Introductory Psychology students. After analyzing the results, each group will give an oral presentation detailing their studies and each person will write up a research report (independently, in APA format).

Project 2 (Independent): During the second half of the semester, you will complete a second study where you independently determine the topic and question of interest. The project will be evaluated similarly to the initial project. The final oral presentations will be open to the public.

Writing: As with all 300-level research courses, this course fulfills a Writing Competency ("W overlay") in the General Education requirements at Denison. Writing will be emphasized, with particular emphasis on scientific writing in APA format. Individual writing assignments are designed to help you summarize and integrate findings from empirical research articles, organize and articulate your ideas and hypotheses, describe the research you conducted, and explain and interpret your results and their implications. You will also practice incorporating feedback (from myself and your peers) as well as providing feedback to your peers. The more effort you put into these various assignments and activities, the more opportunity you will have to improve your scientific writing skill. Each project will culminate in a complete APA formatted research report. For help with APA formatting, please visit the library database: http://0-apastylecentral.apa.org.dewey2.library.denison.edu/ - /h.

Attendance: Attendance during our class meeting times is required. Because the projects require you to work closely with other members of the class, your absence would negatively impact your group members. Also, there will be several in-class activities that you will need to be present for to complete your project. Unexcused absences will result in the loss of class points—if you know that you will need to miss class for a University activity or another valid reason, you must contact me in advance. If you miss a class due to illness or an emergency, contact me as soon as possible to have your absence excused. The first unexcused absence will result in the loss of 1% of your final grade, additional absences will each result in the loss of 2% of your final grade.

Late/Missing Work: Assignments that are submitted late will lose a full letter grade (10%) each day. After five days past due, they will not be accepted.

Grading: The first project will be worth 40% of your final grade and the second project will be worth 60% of your final grade. The final presentation and paper given for each project are weighted heavily, but there will be numerous assignments that earn points along the way as you design and implement your studies. Details of the assignments and their point values are specified in the schedule for each project.

Grading Breakdown:

A+	98-100%	B+	88-89%	C+	78-79%	D+	68-69%	F	< 60%
A	92-97%	B	82-87%	C	72-77%	D	62-67%		
A-	90-91%	B-	80-81%	C-	70-71%	D-	60-61%		

University Policies:

Students with Disabilities or Special Needs: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Resource Center (ARC) in 020 Higley to verify the need for reasonable accommodations based on the documentation on file in that office.

Academic Integrity: Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.
Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. *For further information about the Code of Academic Integrity, see http://denison.edu/academics/curriculum/integrity*.

Appropriate Use of Course Materials: As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see http://copyright.gov/circs/circ01.pdf and for fair use guidelines see http://copyright.gov/fair-use/more-info.html). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

I reserve the right to alter this syllabus to promote student learning.

The Writing Center: The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday, can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours.

Academic Support for Students who use English as a Second Language: In addition to the academic support services available to all Denison students, students who use English as a second (or third, etc.) language, can meet with Denison's Coordinator of Multilingual Learning, Dr. Lori Randall. Lori offers a variety of support for L2 students, from consulting with you about your written work to helping you devise strategies for developing and effectively using your listening, speaking, reading, and writing skills in English. You can use the link below to schedule a half-hour appointment with Lori: http://tinyurl.com/gqkd6ce