

# Psychology 492: Advanced General (Capstone) Winter, 2024

Section 06: MWF 10:00 – 10:50 am, ASH 1117

Section 05: MWF 11:00 – 11:50 pm, ASH 1117

Section 03: MWF 12:00 – 12:50 am, ASH 1117

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Office Hours: MW 1:30 to 2:30 or by appointment

## Required texts:

Journal articles available through PsycINFO or Blackboard.

## Prerequisites:

PSY 300, Senior standing

## Course objectives:

This course is designed to be a seminar-style course for psychology students who are near graduation. The seminar nature of the course means that you will read primary articles, mostly from psychology journals, and we will spend many of our class periods discussing the articles themselves, and the general issues that are raised by the articles. There will be little to no lecturing about the articles on my part.

Throughout the semester, we will have a general focus on how to interpret and use primary psychology research to address issues outside of the research context itself. In more technical language, we will be discussing the generalizability of research findings beyond the parameters of specific studies. We will examine several topics with this general issue in mind. A few threads will run through our discussions, including theoretical vs. applied lines of research, different types of validity, what a confound does to a study, and how to address situations in which the preponderance of evidence does not align with many people's views about issues.

Class periods during the first two-thirds of the semester (approximately) will consist of class discussion of the articles that we are reading and the issues they raise. In the last third of the semester, student teams will present research related to a specific topic within psychology, and discuss the extent to which psychological research related

to that topic has generated conclusions that are (or are not) useful. Each presentation will be followed by class discussion, led by the team that presented.

It will be critical in this class that you do the reading for each class period before class, and come to class prepared to discuss the reading for that day. Many of the points in the class (described below) will be assigned so as to ensure that you do the reading and are prepared before class.

**Objectives: Upon successful completion of this course, students will be able to:**

- 1) Identify concepts associated with major theoretical perspectives and empirical findings in the discipline.
- 2) Engage in the application of major theoretical perspectives and empirical findings in the discipline.
- 3) Describe alternative theoretical perspectives within the discipline and, where possible, integrate/synthesize across these perspectives.
- 4) Recognize various sources of bias in psychological research, and how these can affect the interpretation or usefulness of research findings.
- 5) Analyze and explain interdisciplinary approaches to psychological questions.
- 6) Recognize and produce an appropriate level of professional-style writing.

**GVSU course policies:**

This course is subject to the GVSU policies listed at

<http://www.gvsu.edu/coursepolicies>

At this website you can find all policies related to such topics as academic integrity, disabilities, inclusion, and discrimination. Please note that you are responsible for knowing and following the policies that are listed here. It is a good idea to read through them to familiarize yourself with them.

**Attendance and Participation:**

Attendance is mandatory, because seminar courses do not function unless students come to class consistently. Mandatory attendance includes discussions of readings as well as discussion of student presentations. I will pass around a roll sheet in order for me to keep track of who is in class. Your participation grade will be based both on attendance and on your level of participation in class. Attendance and participation will be combined into a single grade out of a possible **150** points.

For the participation part of the grade, you will be evaluated on the amount and thoughtfulness of your contributions to class discussion. There is not a particular type of comment I am looking for. What I look for is evidence that you have read the articles

and thought carefully about them. If the article is empirical (describes experiments), you should be able to summarize the methods and results of the studies. For any article, you should think carefully about the main points and implications of the research discussed. You can feel free to ask me about your participation at any point.

Your participation grade will also include a description of the methods and results of the experiment(s) for two of the articles we discuss. Teams of (typically) two students will take primary responsibility for beginning discussion of a paper by giving a brief description of the methods and results from the experiment(s) under discussion. This description should be in plain language, and give just an overview, not all the detail from the paper. There are two points to this assignment: 1. So the class can have a common grounding in what happened before we discuss and interpret the study. 2. To give all students practice in distilling the technical language of the Methods and Results sections down into plain language descriptions. I will provide the article assignments near the end of the first week of the semester, and they will start on January 29.

### **Written questions about readings:**

For each week's topic, you will write one "deep question" for **each article** we will be discussing that week. **Each question should be a minimum of 50 words.** A deep question (compared to a surface question) is one that demonstrates that you read and thought about the article. It can be an actual question regarding something you are unsure of. It can also be a comment or reaction to some aspect of the article. In either case **you must reference what happened in the study as part of your question.** We also will frequently begin class by having each student summarize their question as a way to start our conversation about the article.

The questions for each article must be turned in on Blackboard by 6:00 am on the Monday of the week we are discussing them. Each question will be assigned a grade of 10, 7, or 5. The lowest question grade will be dropped, so the total possible points for the deep questions will be 80.

### **Examination:**

There will be one exam given in this course, which will take place on **March 25**, before we begin student presentations. The exam will consist of essay questions that are designed to assess your understanding of the articles and issues we have discussed. One week before the exam I will hand out a set of six essay questions. On the day of the exam you will write your answers in class to a subset of three questions that I will select.

You are expected to be present for the exam. A make-up exam will **only** be given in the case of an injury or illness, or if there is a death in the family. You must notify me within 24 hours of the exam, and you must be prepared to provide documentation regarding your situation. A make-up exam will be given as soon as possible after the exam, and may be essay or oral at my discretion.

## Paper:

Students will work in small teams on an issue within psychology. Your task will be to summarize several articles that relate to the issue, and analyze the articles in terms of their theoretical and applied contributions. Then, you will construct an argument about the extent to which psychological research in your chosen area has contributed something useful to some area of society. You may either conclude that psychology has or has not made a useful contribution, depending on the state of the research literature in your chosen area.

Fairly early in the semester, I will form the class into small teams (two or three people each) depending on your meeting availability. The purpose of the team is to work together to share research articles and discuss the issues that arise within your topic. You will each write your own paper, however. The paper should be a maximum of 15 pages, and should provide an in-depth scholarly treatment of the issue you are discussing. I will also encourage you to make time to discuss your paper with me ahead of time. The paper will be due in the last week of the semester, and will be worth **100** points.

These are the basic parts that your paper should have:

1. An introduction to the issue or question that you are discussing.
2. A review of relevant literature that describes the research that has been done relating to your topic. You should discuss both theoretical work and what practical or applied work has been done.
3. Construct an argument in which you claim that the state of research on your topic does or does not offer suggestions that would be useful to people beyond those who conduct the research. If you conclude that the research does offer useful information, to whom and in what way is this information useful. If not, do you have any suggestions for how psychology might conduct research relating to your topic that could be useful?

The paper should be written in APA format, and should include at least ten references to the literature that you have drawn on in summarizing the literature and making your conclusions. The paper should be no more than 15 pages (not including references.)

Each student will write their own paper, and you will each receive your own grade. I anticipate that that the literature you cite and conclusions you reach will be similar for members within a team, but you **must** write your own paper.

The paper is due on **Wednesday, 4/17** at 5:00 pm.

## Team presentation:

The team that you work with will present the research related to your issue and your conclusions. Your presentation should last 20 minutes, with the remaining class

time devoted to your group leading a discussion of the presentation, and the issue in general. In the presentation, your team should address the same three points that are listed above for the paper. As part of the presentation, each member **must present and explain data** from at least one study. The data can be either a Figure or Table, and it can be original data from a paper (such as an image of a Figure) or something you made from the original data.

We will spend one class period discussing how to give a good research presentation, and I will say more about the presentation at that time. We will also have class time that is devoted to me meeting with each team individually to discuss your presentation and paper. The presentation will be worth **75** points. The presentation grade will be split between 35 points that are assigned to the team as a whole and 40 points that are assigned to each individual team member separately. The purpose of assigning a team grade is to ensure that the members of the team work together to make a presentation that is coherent across presenters, and not just two or three people making points that are unrelated to each other.

Each team is required to go to the GVSU Speech Lab for a consultation with one of their speech experts. This requirement is worth 10 points. The Speech Lab is a great resource for improving presentation skills. When you meet with the consultant, they will email me with a summary of what you discussed. When I receive the email from the consultant, I will record the 10 points. You get the full 10 points for going, so it is not dependent on what you discuss or what the consultant reports. You can schedule your consultation at: <https://www.gvsu.edu/speechlab/>

Before you give your presentation, you should send me an email message in which you assign a letter grade to the other member(s) of your team with a short explanation of the grade that you assign. The grades and explanations will be strictly confidential. This is a way for me to get a little more information about the effort that has been put forth by each team member. I will take these student-assigned grades into consideration when assigning the presentation grades.

### **Grading:**

Your final grade for the course will be a combination of the scores on each of the sets of questions, class attendance and participation, the exam, your role in the team presentation, and the final paper.

Here are the number of points that will be assigned to each aspect of the course:

Attendance and class participation	150
Written questions about readings	80
Exam	100
Group presentation and discussion	85
Paper	100

Letter grades will be assigned based on the following scale:

93 – 100%	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
60 – 66%	D
0 – 59%	F

## Tentative Schedule of Topics

Week of	Topic
1/8 – 1/12	Intro / opening discussion / psychology “pre test” <b>Read this article before class Wednesday:</b> <a href="http://www.psychologicalscience.org/index.php/publications/observer/2014/april-14/teach-your-students-to-be-better-consumers.html">http://www.psychologicalscience.org/index.php/publications/observer/2014/april-14/teach-your-students-to-be-better-consumers.html</a>
1/15 1/17 - 1/19	<b>1/15 – No class (MLK Day)</b> <b>Generalizability and Ecological validity</b> Banaji & Crowder (1989) Hirsch (2002)
1/22 – 1/26	<b>Issues in Conducting Psychology Research</b> Vazire, Schiavone, Bottesini (2022) Boot, Simons, Stothart, & Stutts (2013)
1/29 – 2/2	<b>Memory</b> Karpicke & Roediger (2008) Rohrer & Taylor (2006) Wolfe, Williams, Dewey, Mitchell, Pons, & Wolfe (2023)
2/5 – 2/9	<b>Education</b> Toftness, Carpenter, Geller, Lauber, Johnson, & Armstrong (2018) Sana & Yan (2022) Katsioloudis & Fantz (2012) Explore this website as much as you can: <a href="https://vark-learn.com/">https://vark-learn.com/</a>
2/12 – 2/16	<b>Eyewitness Identification</b> Hasel & Kassin (2009) Seale-Carlisle, Colloff, Flowe, Wells, Wixted, & Mickes (2019) Morgan III, Southwick, Steffian, Hazlett, & Loftus (2013) Watch this TED talk: <a href="https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory">https://www.ted.com/talks/elizabeth_loftus_how_reliable_is_your_memory</a>
2/19 – 2/23	<b>2/19 - How to give a research presentation</b> <b>2/21 – Work day: Meet with team, presentation &amp; paper questions</b> <b>2/23 - Implicit Bias</b> Take the “race” Implicit Association Test (and any others you’re interested in): <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a> Lai et al., (2016)
2/26 – 3/1	<b>Implicit Bias</b> Vulevitch & Payne (2019) Lai & Lisnek, (2023)

3/4 – 3/8	Spring Break – have fun!
3/11 – 3/15	<b>Beliefs and Reasoning</b> Hall, Johansson, & Strandberg (2012) Ditto et al., (2019) Hornsey (2020)
3/18 – 3/22  3/22	<b>Cell Phone Use While Driving</b> Drews, Yazdani, Godfrey, Cooper, & Strayer (2009) Strayer, Castro, Turrill, & Cooper (2022) <b>3/22 - General discussion</b> <b>5:00 PM. – Drop deadline with grade “W”</b>
3/25 – 3/29	<b>3/25 – Exam</b> <b>3/29 - Presentation meetings (no regular class meetings)</b> <b>3/29 - Presentation meetings (no regular class meetings)</b>
4/1 – 4/5	<b>4/1, 4/3 - Presentation meetings (no regular class meetings)</b> <b>4/5 - Presentations</b>
4/8 – 4/12	<b>Presentations</b>
4/15 – 4/19	<b>Presentations</b>
	<b>Paper due on Wednesday (4/17) at 5:00</b>
Finals week	<b>Section 06: Monday, Apr. 22 at 10:00 to 11:50 am</b> <b>Section 05: Wednesday, Apr. 24 at 10:00 to 11:50 am</b> <b>Section 03: Wednesday, Apr. 24 at 12:00 to 1:50 pm</b> <b>Note: There will be no final exam. We will use this time for a discussion of the course (attendance required).</b>

Note: Questions are turned in on Blackboard by 6:00 am on the Monday of the week in which each article is listed.



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