Advanced Research in Psychology
(PSY. 400, Sections, 2, 3, and 4)
Tuesdays (2:30-3:45 PM (Sect. 3) ASH 1117
11:30-12:45 pm (Sect. 4) ASH 1117 and
10:00-11:15 am (Sect. 8) ASH 2302

Prerequisites: PSY 101 and Research Methods (PSY 300)

Instructor: Prof. Eaaron Henderson-King
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   e-mail:henderse@gvsu.edu
   Office hours: Tuesday and Thursday 1-2 pm or by appt.

Readings:

Crano & Brewer (2002). *Principles and Methods of Social Research* (Chapters 4-7). Blackboard

Dillman, Smyth, & Christian (2009). *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method* (Chapters 4, 5, and 7). Blackboard (Optional)

Fife-Schaw, C. (2008). Principles of Statistical Inference (Chapter 19). In Breakwell, G.M, Hammond, S., Fife-Schaw, C. & Smith, J.A. (Eds.) *Research Methods in Psychology (3rd edition)*. Blackboard

Wilson J. H. & Joye, S. W. (2019). Research Methods and Statistics: An Integrated Approach. (Chapters 1, 3, 4, 8, 9, 11, 12 and 14) Ebook

Overview:
   The purpose of this course is to introduce you to the experimental aspects of social psychology. It is expected that you already have some knowledge of psychology, research methods and statistics. Although I will review each of these areas throughout the term, the review will not be extensive. The course will be most useful for those who are interested in psychology as a career and research in general; however, it will also be useful for those who simply want to hone their critical thinking skills.

   While the course is interesting, it also challenging and time-consuming. You must be open to critically assessing your own work, the past research in the field of social psychology, and the work of your peers. You must also be able to think on your own, and work in an environment where there is more freedom than in any of your previous courses. **It is also *ESSENTIAL* that you are able to meet with your group members outside of class. If you cannot fulfill this expectation, you should drop the course.**

   The course is set up in lecture-discussion format and is supplemented by various lecture and YouTube videos. The lecture videos will cover much of the material I cover in class, and you should watch these as a way of either picking-up material that you missed in class, or reinforcing the lecture

material. The YouTube videos will cover material that I will briefly mention in class but want you to understand in greater depth.

It is important to **take detailed notes** when I am lecturing and when you are watching the videos**.**

Course Objectives

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

1) Explain research methods issues including ethical issues, measurement, reliability and validity of methods, experimental and survey research designs, biases in experimentation, and univariate and multivariate data analysis

2) demonstrate the ability to design and conduct an empirical study in psychology.

3) Have clear sense of what some of the essential elements of writing a research paper are.

4) be able to understand why critical thinking and the objective analysis of issues and phenomena are important in the life of the citizen.

University Notice

This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies.

Class Meetings

First, while you can bring your computer to class, it will only be needed at specific points during the semester. You should ALWAYS bring a note pad and a writing utensil (or an iPad or some similar device). You will need to take notes that cannot easily be taken on a computer when you are in class. You will need your computer when we have quizzes and the exam, when you are designing your study, drafting materials for the study, and conducting data analyses. Thus, while computers are welcome, I will make it clear when you can, and should, use them. If this requirement is a non-starter for you then you should drop the class and find another PSY 400 section to take.

Second, after group assignments have been finalized, on some days half of the groups will meet with me in class on Tuesdays while the other half will meet on Thursdays. The groups that meet with me in class on a given day will discuss the course content as well as their group projects. The groups that are NOT meeting with me will sign-in to class and then meet outside of class to discuss and work on their group project. Thus, everyone is expected to attend class but what you will be doing will depend on the group you are in and the day of the week.

Class Attendance

You are required to attend class and actively participate. You may, over the course of the semester, miss two classes without losing points. Missing between three and five classes (for any reason) will result in a full grade being deducted from your final grade. Missing more than five classes will result in an automatic "F" for the course. If you have other obligations that will require your missing five or more classes, you should drop this class.

Class Participation

You are also required to actively participate in both class and group discussions. Participation in these areas will be assessed by your group members and by me.

Late Assignments

Unless I have communicated otherwise, the assignments will be due on the dates specified in the syllabus. You must discuss with me the possibility of your turning in an assignment late. Assignments that are turned in 12-48 hours after the deadline will receive a three-point deduction. After 48-hours, I will determine whether I will accept the assignment, and you will receive no more than 50% of the total points for the assignment.

Things to Note

a) Sub-standard work will receive a grade that reflects the quality of the work.

b) While I expect everyone to pass this course, you can, and will, fail the class if you do not attend class, constructively participate in your group project, and generally put significant effort into the class. Thus, if you are not doing well by the middle of the semester, seriously consider. There is very little evidence that students who are not completing assignments, completing assignments with grades that are in the D-F range, and/or who are doing poorly because of negative life events midway through the semester improve their scores to a significant degree by the end of the term.

c) If you are sick, please don't come to class or interact face-to-face with your classmates. Simply watch the videos for that week and then Zoom into class by creating a Zoom link with one of your group members. If you are too sick to Zoom in, then simply obtain any class notes from your group members, or someone else in the class.

d) Do not plagiarize anything. At this point in your academic career, you should know what plagiarism is and what constitutes plagiarism. If you do not, look it up. While you may work with other students to understand the various assignments, what you submit for grading must be your own writing (with the exception of the final project). Plagiarism will, at best, result in an "F" on the assignment.

e) I will not, come up with something for you to do to improve your grade if you are not doing "well" or as well as you expected at the end of the semester. There will be various opportunities for extra credit points throughout the semester. These are your chances to enhance your final grade.

Packages Needed for Assignments

You NEED to get a Qualtrics account by the end of the first week of class.

a) Obtaining a Qualtrics Account:

https://services.gvsu.edu/TDClient/60/Portal/KB/ArticleDet?ID=514

b) Here's the link to installing SPSS on your laptop:
https://services.gvsu.edu/TDClient/60/Portal/KB/ArticleDet?ID=959

c) Below is the link to GVSU Winlab. This allows you to use your home computer to access the GVSU systems and STATLAB. Use your student sign-on information to access the system and then navigate to SPSS. **However, I strongly recommend downloading SPSS onto your personal computer.**

Here's the link to the Winlab environment:

https://winlab.gvsu.edu/index.pl

When using STATLAB make sure that you save all of your files to a drive that you can access outside of STATLAB. DO NOT SAVE THEM TO THE TEMPORARY DRIVE – THEY WILL DISAPPEAR IF YOU DO.

Assignments

There will be two SPSS assignments, three reading assignments, three quizzes, two exams and one **major** assignment over the course of the semester.

SPSS Assignments – For each of the homework assignments, watch the appropriate SPSS videos on pages 19-20 as well as the applicable chapters of Wilson and Joye (especially Ch. 7 and 14).

Assignment 1 -- Introduction to Qualtrics and SPSS (transforming data and correlational analyses) assignment

Data Set: Perceptions of Politics in America (in the Course Content section of BB)

Objectives:
a) introduce SPSS
b) learn how to use and edit Syntax files in SPSS
c) learn how to transform variables using the (recode into different, and compute commands)
d) learn how to use the "Mean" command when creating a mean index.
e) conduct reliability analyses
f) conduct correlational analyses
g) report reliability and correlational analyses in APA style (in both writing and tables)

In this first SPSS assignment, you will do the following:

a) Reverse score any variable(s) that need reversing.
b) Conduct a reliability analysis.
c) Compute mean index.

d) Use the descriptives command to obtain the means for each of the subscales and overall mean for females and males.
e) Examine the correlational relationships between the subscales separately for females and males
f) Using APA style create a table which presents the Cronbach alphas for the subscales and overall measure
g) Create a table which presents the results of the correlational analyses and means for females and males
h) Briefly, using APA style, write-up the results of the correlational analyses. However, you ONLY need to discuss three of the correlations that you found for women and three that you thought were interesting for men. Make sure to compare what you have found for females and males for the correlations that you discuss.

Your homework submission should include the following:
a) A copy of your syntax (command) file (simply copy and paste the commands from your syntax file into the Word document that you will use to complete your writeup)
b) An APA style write-up of the measures used in the analyses.
c) Table of Correlations and means
d) Write-up of the correlational analyses

Assignment 2 -- Conduct a series of t-tests comparing the means for females and males on each of the cosmetic surgery subscales.

a) After completing the analyses write a results section in APA style (make sure you refer to the table you create).
b) Create an APA style table in which you present the Means, Standard Deviations and the p-values for each comparison.

Assignment 3 -- Analysis of Variance Assignment

Dataset: PSY 400 Homework F2024 (in the Course Content section of BB).

a) recode CONDITION (which is currently a variable with the following four levels: 1 = female model/average attractiveness, 2 = female model/above average attractive, 3 = male model/average attractiveness, and 4 = male model/ above average attractiveness) into two different variables each with two levels:
    a. Gender of Model: female (1) and male (2)
    b. Attractiveness of Model: Average (1) and Above Average (2).
    Switch to "variable view" in the dataset to see how "Condition" is coded.

Then conduct a 2 x 2 Analysis of Variance using perceived attractiveness (PA) as the dependent variable. If needed, conduct the simple effect analyses as well.

a) Copy the commands you used to complete the recodes and conduct the analysis into a Word document.

b) Then, in the same Word document, briefly summarize the results of the Analysis of Variance. State what they indicate. Use APA style.

SEE MY LECTURE NOTES ON ANALYSIS OF VARIANCE FOR THE BASIC STRUCTURE ON REPORTING THE RESULTS OF AN ANALYSIS OF VARIANCE.

Data Collection Assignments --

This is one of the most important aspects of the course because it will determine whether each group will have enough data to analyze. Thus, not only will you receive 10 points for completing each of the collection assignments, but you will also be penalized an additional 10 points for failing to work on collecting your cases. Thus, a person could potentially lose 20 points per assignment (or 100 points in total) if they failed to complete these assignments. Data collection, and quality data, is essential to understanding all phenomenon and so the expectation is that everyone will work to help themselves, and others, with collecting data for each study.

There will be five data collection assignments over the course of the semester. These assignments will correspond with the five studies that the class is conducting and will **require** you to collect data from 40 people (8 people for each of the five studies) in your social network (family members, friends, co-workers etc.) and/or around campus by having them complete each of the five Qualtrics studies being conducted during the semester. You can approach the same people for one of the Covid and one of the Immigration studies, but you ***must*** use completely different people for the remaining three studies. You should attempt to obtain a nice mix of females and males because that will be important variable in homework assignments. You will distribute the survey by generating a survey link or using the QR code.

B. Reading Assignments –

Assignment 1 -- Szekeres, et al. (2023)

Read the Szekeres, et al. (2023) and then discuss the how the structure of the paper fits with what was discussed in the lecture of APA style. Pay particular attention to the various sections of the introduction, method and discussion sections. This assignment is about your developing a clearer understanding of how each of these sections should be written, so spend time reading and analyzing what they do in each section. Write a paper no longer than 500 words describing what you learned.

Assignment 2 -- Applying Wilson and Joye Chapter 14

Read chapter 14 and then write a **two-paragraph** discussion. One paragraph must address how elements of the chapter can be incorporated into some aspect of your group project. The second paragraph should consist of a discussion regarding what you learned about the analytical technique discussed in the chapter. Pay particular attention to their discussion of how to examine a significant interaction effect. This assignment is designed to give you a clear understand of how to address interactions and main effects in a factorial analysis of variance, and it will help you with your homework assignment, your second exam, and your paper.

Weekly Article Summarizations -- Three-minute article summarizations

Every Thursday, each group will present a three-minute summary of one article the group has read. Each group member should have read the article and be prepared to answer questions about the article. The summary will address each of the following questions.

What were the authors examining?
What was the theoretical and empirical rationale for their hypotheses?
What were the hypotheses?
What type of methodology was used to test the hypotheses?
What did they find and were the hypotheses supported?

Relevant Articles Summaries

In Weeks 3, 4, and 5 each member of the group must submit two articles that they have read for the project and write a 400-word summary of each article and why, and where, each article is relevant to your project. Each summary should do the following:

a) succinct and accurate summaries of each article
b) brief but clear discussions of how each article can and will be used in your study. For example, does it help develop the rationale for your hypotheses, or present measures or a methodology that could be used in your study.

D. Major Assignment

        For the major research assignment, you will have

        There will be one major paper. The final paper should range from **10-11 pages** in length (of text) and should include **no less than 15 references**.

Option A (if you choose this option, your grade can be no higher than a **_B+_**) -- If you select this option you will work on a project that I have designed. Each group will be allowed to add one additional subject variable to the study. Your study will focus on whether, and how, this variable moderates the relationship between the independent variables and the dependent variables.

When parents become criminals: When normative behavior is viewed as non-normative.

https://www.nytimes.com/2025/08/06/opinion/children-traffic-death-parents.html

We will vary the racial/ethnic makeup of the parents and the socioeconomic status of the couple.
a. Political Orientation
b. Gender
c. Empathy
d. Race/Ethnicity

e. Age

f. Authoritarianism

Option B (IF YOU CHOOSE THIS OPTION, IT WILL BE POSSIBLE FOR YOU TO RECEIVE AN A) --

Here you will *help* to finish designing and conducting one the studies listed below. Your group will read literature that will inform the direction that one of the following studies will take. You will then assist in the development of the stimulus materials and assessing the subject variables and dependent variables. The subject variables will be used across most of the studies.

Subject variables (additional variables can be added):

a. Political Orientation

b. Gender

c. Empathy

d. Race/Ethnicity

e. Age

f. Authoritarianism

1. Difference in people's perception of Measles transmitters or Antivaxxers.
	a) Political Orientation Transmitter/Parent x Transmission (Yes vs No) x Political Orientation of Subject
	b) Gender of Parent x Outcome x Gender of Subject

2. Factors that influence people's perceptions of detention camps.
	a) Severity of conditions x race/ethnicity of detainee x citizenship of detainee
	b) Media Frame x Country (U.S. vs China)

All the studies will be experimental designs.

Data Collection Process

Each group will collect data for each of the studies being conducted across all sections of the course. Each person will use their social networks as well as collect data at different locations around campus. Each group will then conduct its own data analyses and interpretation. The group will then present the work to the class at the end of the semester.

Data analysis:

Your analysis of the data will be done in pairs rather than the larger group. Each pair must be able to discuss what analyses they have conducted, what they have found and how the results fit with the hypotheses.

First Draft:

The first draft which comprises the Introduction and Method sections (as well as a Title page and Reference page), will be a group paper. Each group member MUST make a SUBSTANTIAL contribution to the paper, and that contribution must be clearly seen in the paper which will be worked on *in Google Docs (NOTE THAT THIS IS A REQUIREMENT)*, and to which I will be given access. Please note that merely typing the reference section, for example, does NOT constitute a significant contribution.

Final Paper:

The final paper will consist of a title page, an abstract, revised introduction and method sections, and a results and discussion section. It will also include a reference section, and, when appropriate, tables and figures. It can be written EITHER individually, in smaller groups, or with the original group.

1. Format/Structure of Paper

   I. Introductory Paragraph **(No more than three-quarters of a page)**
      a. general problem
   . b. what has previous research examined
      c. what is missing and why important to take into account
      d. Purpose of study is to examine X, Y, on Z (example)
   II. Literature review **(Three to four pages)**
      a. relevant literature on X
      b. relevant literature on Y
   NOTE a. and b. can be combined when appropriate
   III.   Overview of study followed by hypothesis(ses)
   IV.   Method **(One and a half to two pages)**
         1. Participants
         2. Materials
         3. Procedure
    V.   Results **(No more than one and a half pages)**
   VI.   Discussion **(No less than one page and no more than two pages)**
   VII.   References (How many? Enough to show the reader that you have a good grasp of the literature.)

2. Additional Information About the Introductory Paragraph (this is different from the literature review)

The introductory paragraph should start by discussing the general issue. It should then TRANSITION into a very succinct discussion of the status of the research in the area at this point and WHAT IS LACKING in this work and why what is missing is important. It should then move to explicitly communicating the purpose of the study. In stating the purpose, you should be clear as to the

constructs that you are examining and these should be connected to what you said was LACKING in the field – that is, you are telling the reader what you are adding to our understanding of the phenomenon. See Szekeres et al. (2023) article for one example of how to approach the introductory paragraph.

3. Method Section Content

The method section for an EXPERIMENTAL DESIGN should take the following format (although it can differ as a function of the type of experiment you are proposing to conduct).

a) Participants and Design
1) How many subjects would you use
2) Where were they from (university students, community in Northern California, etc.)
3) Give relevant demographic (for example, how man females and males, race/ethnicity, and age range, etc.
4) Paid or volunteers
5) Design

b) Materials (there will be times when you can combine the materials and procedure sections)

1) If you would use materials to manipulate the independent variables then you would discuss these first. For example, "Participants read one of two news stories that appeared in a student newspaper in which either a male or a female undergraduate (gender of target) either cheated on an exam or studied extremely hard in order to pass an exam." You would give more detail as to the content of the story.
2) you would then discuss the dependent variable or variables of interest. Did you choose a multiple response measure as opposed to a single response measure? Why? If you used a multiple response measure did you use one that was unidimensional or multidimensional? How were the items scaled (i.e., nominal, ordinal, interval or ratio) and what are the implications of using such a scale? What about open-ended vs close-ended items?

c) Procedure
1) Were the subjects run individually, in groups, on-line?
2) What were they told the study was about?
3) What did they complete first?
4) What did they complete next?
5) Were they debriefed after completing the study?
See Buck, Plant, Ratcliff, Zielaskowski, Boerner (2013) for one example of how to approach each of these sections. This manuscript will be in the course documents section of Blackboard.

Additional Information About the Method Section

These are some very valuable resource materials that you ***should/must*** use in writing your Method section. The following video is very informative and discuss much of what I will communicate about

writing a method section and the websites give you additional written documentation as to the structure of a method section.

Video on Method Section

https://www.youtube.com/watch?v=eaoF_58hyO4

Essential Information About Writing a Method Section

https://www.verywellmind.com/how-to-write-a-method-section-2795726

https://opentextbc.ca/researchmethods/chapter/writing-a-research-report-in-american-psychological-association-apa-style/#:~:text=An%20APA%2Dstyle%20empirical%20research%20report%20consists%20of%20several%20standard,results%2C%20discussion%2C%20and%20refer

F. Presentations

　　　Each group will give two formal class presentations in which you will use PowerPoint or Prezi to assist in presenting the information. The first presentation will last 20-minutes and will include an 8-minute question and answer period. In the first 12-minutes of the presentation, the group will present the purpose of the study, review the relevant literature, state the expected hypotheses, and present the study's methodology.

　　　In the second presentation, the group will once again present a 12-minute presentation followed by 8-minutes of question and answer. However here, you will present your entire study – including the results and discussion within the 12-minutes.

　　　Students will receive a group grade and an individual grade (if I feel there is a large difference in student performances) for the presentation. The individual grade will be based on the student's ability to communicate an understanding of the project, their ability to present their portion of the presentation in a clear and coherent manner, and the person's ability to respond to questions. The group grade will be based on how well the group presents the project – which includes, the rationale for the project, the literature review, the various hypotheses etc.

G. Exam

There will be two exams over the course of the semester. They will be comprised of an application section that you will have a week to complete, and a multiple-choice section that will be completed during class.

H. Quizzes – The quizzes will be completed during class time and will consist of 10 multiple-choice items.

Point Distribution

	Grading
Class Participation	-- 30 points
Exam	-- 90 points
Quizzes	-- 30 points (15-points each)
Relevant Articles Assignments	-- 45 points (15-points each)
Three SPSS assignments	-- 60 points (20-points each)
Applying Wilson & Joye, Chapter 14	-- 15 points
Introductory Paragraph	-- 25 points
Annotated Bibliography	-- 10 points
Szekeres et al. (2023) analysis	-- 10 points
Introduction and Method Section	-- 30 points
Five Data Collection Homework Assignments	-- 50 points (10-points each)
Group Presentation 1	-- 15 points
Group Presentation 2	-- 20 points
Group Evaluation 1	-- 20 points
Group Evaluation 2	-- 30 points
Final Paper	-- 110 points

Total Points	-- 590 points

Grade Distribution:

A -- 100 -94%	A- -- 93.9-90%
B+ -- 89.9-87%	B -- 86.9-83%
B- -- 82.9-80%	C+ -- 79.9-77%
C -- 76.9-73%	C- -- 72.9-70%
D+ -- 69.9-67%	D -- 66.9-63%
D- -- 62.9-60%	F -- 59.9%-->

Semester Schedule

Week 1 (8-26 to 8-28)

Introduction & Research Methods Review

Discussion of first homework assignment

Video 1 -- The Scientific Method in Context – Ways of knowing

Video 2 – Basic Assumptions of Scientific Approach

Video 3 – Developing Research Ideas

Readings:

Fife-Schaw (Chapter 19) Blackboard reading

Wilson and Joye (Chapter 1 and 3)

Szekeres, H., Halperin, E. & Saguy, T. (2023) The mother of violations: Motherhood as the primary expectation of women. *British Journal of Social Psychology*, *62*, 1875-1896.

Week 2 (9-2 to 9-4)

Group Assignments (Thursday)

Discussion of Szekeres et al. (2023)

Experimental Design -- Videos (4 - 6)

Overview
– Four Basic Building Blocks of Experimental Design
– Assigning Subjects to Conditions
– Pre-test – Post-test vs Post-test Only
– One-Way vs Factorial Design
– Between Groups vs Within Groups vs Mixed factors Designs
– Main Effects and Interactions

Really Helpful Videos: Main Effects and Interactions (Both are good, but I like the second one a bit better than the first)
https://www.youtube.com/watch?v=OE46w0RqmQA
https://www.youtube.com/watch?v=GGvuacZb-AQ

Readings:

Wilson and Joye (Chapters 4, 7, 8, and 12)

Crano & Brewer (2002). *Principles and Methods of Social Research* (Chapter 4). Blackboard

9-4 Quiz 1 – Week 1 Material
9-5 Szekeres et al. (2023) assignment due

Week 3 (9-9 to 9-11)

9-9 Groups 1 and 2 meet in class; Groups 3 and 4 sign-in and meet outside
9-11 Groups 3 and 4 meet in class; Groups 1 and 2 sign-in and meet outside

9-11 Group Summary Presentation
9-12 Relevant Articles Assignment 1

Experimental Design (continued)

Readings:

Crano & Brewer (2002). *Principles and Methods of Social Research* (Chapter 5).
Blackboard

9-11 Quiz 2 – Week 2 Material -- Four Basic Building Blocks

Week 4 (9-16 to 9-18)

Experimental Design (continued)

-- Power Analysis

Power Analysis Video:
https://www.youtube.com/watch?v=VX_M3tIyiYk

Experimental Design (continued)

Readings:

Crano & Brewer (2002). *Principles and Methods of Social Research* (Chapter 6).
Blackboard

9-18 Group Summary Presentation

Week 5 (9-23 to 9-25)

9-26 – SPSS Homework Assignment 1 Due
9-26 – Introductory Paragraph and Annotated Bibliography Due (Word documents NOT PDFs)
9-26 -- Relevant Articles Assignment 2

9-25 Group Summary Presentation

Week 6 (9-30 to 10-2)

10-2 Group Summary Presentation

10-3 -- Relevant Articles Assignment 3

Week 7 (10-7 to 10-9)

10-10 – Introduction and Method sections due
10-6 – Application section of Exam 1 posted on BB

10-9 Group Summary Presentation

Week 8 (10-14 to 10-16)

      t-tests

      Using SPSS **(these will be a series of videos)**

      Reading:

      Wilson and Joye (Chapters 10)

10-16 Group Summary Presentation

Week 9 (10-22)

10-23 -- Video Group Presentation submitted

10-26 -- Feedback to groups on BB

Week 10 (10-28 to 10-30)

Data collection

10-28 -- In-class discussion of group presentations

      One-way Analysis of Variance

      Factorial Analysis of Variance

      Readings:

      Wilson and Joye (Chapters 11 and 14)

      Really Helpful Videos: One-Way ANOVA
          https://www.youtube.com/watch?v=q48uKU_KWas
      Really Helpful Videos: Two-Way ANOVA by HAND
          https://www.youtube.com/watch?v=cNIIn9bConY

10-31 -- Reading Application: W & J Ch. 14 (submitted on BB)

Week 11 (11-4 to 11-6)

Application portion of Exam posted

11-7 Analysis of Variance Assignment

Data collection and analysis

Week 12 (11-11 to 11-13)

Data Analysis

Week 13 (11-18 to 11-20)

Group Presentations

11-18 Groups 3 and 4
11-20 Groups 1 and 2

Week 14 (11-25)

Preparing final paper

Week 15 (12-2 to 12-4)

Final Paper Due 12-6

Due Dates for all Assignments and Exams:

Assignment	Due Date (all assignments must be posted by 11:59 PM)
Quiz 1	9-4 (In class)
Szekeres et al. analysis	9-5 submitted on BB
Quiz 2	9-11 (In class)
Introductory Paragraph	9-26 submitted on BB (Word Document)
Annotated Bibliography	9-26 submitted on BB (Word Document)
SPSS Homework Assignment 1	9-26 submitted on BB
Introduction and Method Section	10-10 submitted on BB (Word Document)
Exam 1 (Multiple-choice portion)	10-14 (In class)
Exam 1 Take-home portion	10-17 submitted on BB
Group Presentation Video	10-23
Reading Application W & J Ch. 14	10-31 submitted on BB
SPSS Analysis of Variance Assignment	11-7 submitted on BB
Exam 2 (Multiple-choice portion)	11-20 (In class)
Exam 2 Take-home portion	11-21 submitted on BB
Group Presentation II	11-11 and 11-13
Final Project	12-6 submitted on BB (Word Document)

Szekeres, et al. (2023) **Homework Assignment**

Read the Szekeres, et al. (2023) and then discuss the how the structure of the paper fits with what was discussed in the lecture of APA style. Pay particular attention to the various sections of the introduction, method and discussion sections, but also examine the abstract and the results sections. Write a paper no longer than 500 words that discusses what you learned.

SPSS Homework Assignments

For each of the assignments use the "PSY 400 Homework W2024(student)" dataset (in the Course Content section of BB). For each assignment watch the appropriate SPSS videos on page 14 as well as the applicable chapters of Wilson and Joye.

1) Homework 1 –

Part 1:

Using the SPSS videos on recoding and transforming variables (2 and 3 on page 16)

Using the Cosmetic Surgery data set:

    1) reverse score any items that necessary
    2) assess the internal reliability of the items that are assessing the Intrapersonal, Interpersonal, Career and Social Media subscales of the ACSS and the social media usage measures (report the Cronbach alpha for each)
    3) create a mean index for each of the ACSS subscales and the social media usage measures.

Part 2:

After watching the video on conducting correlational analyses in SPSS conduct the Pearson correlational analyses using the ACSS subscales and the social media scales. Then write-up the results in APA style. Include a separate page with a correlation matrix that is presented in APA style (NOT a cut and paste from you SPSS output). Chapter 7 of Wilson and Joye will be very helpful here, and see the example of the results section on page 151 of the chapter. Also, see the Table Layout and Basic Components of Tables in the APA publication manual.

d) Copy and paste the commands from your SYNTAX file into a Word Document and then submit it and a brief, but complete, discussion of the reliability analyses.

2) Analysis of Variance Homework –

Part 1:

Recode CONDITION (which is currently a variable with the following four levels: 1 = female model/average attractiveness, 2 = female model/above average attractive, 3 = male model/average attractiveness, and 4 = male model/ above average attractiveness) into two different variables each with two levels: Gender of Model: female (1) and male (2) and Attractiveness of Model: Average (1) and Above Average (2). Switch to "variable view" in the dataset to see how "Condition" is coded. Save the dataset because you will use these new variables for the Analysis of Variance homework assignment.

Part 2:

Conduct a 2 x 2 Analysis of Variance using the independent variables of "Model Gender" and "Model Attractiveness" (created in your first homework assignment) and use "Perceived Attractiveness of Model" as the dependent variable. If necessary, conduct the simple effect analyses. Then write-up the results using proper APA style. Submit your syntax file and your output file in addition to the write-up.

SPSS VIDEOS

1) Introduction to SPSS

https://www.youtube.com/watch?v=27pOf3_Kq3s

2) Recoding Variables in SPSS

https://www.youtube.com/watch?v=K-eY-AXlERA

3) Transforming variables to create a mean index (as well as Cronbach alpha)

In this video she shows you how to do a recode.

a. https://www.youtube.com/watch?v=fnWG1C61oSk

In this video she shows you how to obtain the Cronbach alpha

b. https://www.youtube.com/watch?v=pJT9Ch93XSg

4) Correlational Analyses in SPSS

https://www.youtube.com/watch?v=rR99bpl0rKM

5) Regression Analyses

a) Bivariate Regression (Gives you the foundation of regression)

https://www.youtube.com/watch?v=1Md18jjKJCQ

b) Multivariate Regression (Gives you an understanding of Multiple Regression)

Part 1: Brandon Foltz Stats 101

https://www.youtube.com/watch?v=dQNpSa-bq4M

Part 2: Brandon Foltz Stats 101

https://www.youtube.com/watch?v=wPJ1_Z8b0wk

Part 3: Brandon Foltz Stats 101

https://www.youtube.com/watch?v=px72eCYPuvc

Multiple Regression using SPSS (Stepwise example but much of what he talks about applies to when we put all of the predictors in at the same time)

Part 1: How2Stats
https://www.youtube.com/watch?v=IWYENu0kCYE

Part2: How2Stats
https://www.youtube.com/watch?v=oi_oWh_4d78

Part3: How2Stats
https://www.youtube.com/watch?v=lUtYadNLV3s

Part4: How2Stats
https://www.youtube.com/watch?v=pIgUOlHwRKk

Part 5:
https://www.youtube.com/watch?v=UiJ4G3rLlXA

6) Analysis of Variance (ANOVA)

a) One-way

https://www.youtube.com/watch?v=q48uKU_KWas

b) Two-way
This is a really good one!!! It shows you how to conduct the simple effect analyses when you have an interaction.

https://www.youtube.com/watch?v=0MoCt14isz0

This one does not tell you how to conduct the simple effects analyses, but it is also good.

https://www.youtube.com/watch?v=q4IJtIzgg_Y

New additions to the course

1) Three-minute article summary.

https://www.nytimes.com/2025/08/06/opinion/children-traffic-death-parents.html