

PSYCH 101/004

Term 1 2015/16

About This Course

Psychology is a broad discipline with both an academic and applied/professional side. **As a modern academic discipline, psychology is defined as the scientific study of behavior and the mind, and their cognitive and neurobiological bases.** Applied psychologists are professionals with training and clinical skills for helping people learn to cope more effectively with life/school/work issues and mental health problems.

This course is an introductory level survey of the methods and findings of psychology as a science. It focuses on the scientific method and its application to specific content areas: Attention & consciousness, sensation, perception, learning and memory. A comparable introduction to other content areas of scientific psychology, such as personality, emotions and motivation and mental wellness and illness is provided by PSYCH 102.

Modern psychology uses the methods of science, and consequently, this course emphasizes science-related topics such as research methods, statistics, logical reasoning and the importance of operationalizing critical concepts.

Goal & Objectives

This course has one main goal: To increase scientific literacy and to help you think critically about a wide range of topics in psychology. In order to guide us throughout the term, we have translated this goal into a number of specific objectives which you should achieve by the end of the course:

1. Define and understand the core elements of the scientific method and why this method is used.
2. Understand the methods used by modern psychology for the purpose of understanding behavior and the mind.
3. Define modern psychology and identify major theoretical perspectives within it.
4. Recognize, recall, connect and discuss psychological as well as neurobiological concepts and theories from specific content areas of psychology (e.g., perception, learning, memory).
5. Recognize, recall, interpret and apply findings and phenomena from the different content areas of psychology (e.g., the serial position effect, long term potentiation).
6. Critically evaluate new evidence about behavior and the mind that occurs in the context of our daily life.
7. Apply your understanding of psychological concepts, theories and facts for the purpose of making predictions about yourself, others, and events which are likely to occur in the context of daily life.
8. Communicate your understanding of psychology effectively in both spoken and written form.
9. Demonstrate respectful, professional and productive conduct in email, online, in class, and in face-to-face communication with your peers, TA and the instructor.

| Syllabus Content | Page |
|--|------|
| About This Course | 1 |
| Goal & Objectives | 1 |
| Class Meetings | 2 |
| Course Leaders | 2 |
| Tools You Will Need | 3 |
| What We Expect From You | 4 |
| What You Can Expect From Us | 6 |
| Learning Appraisals | 7 |
| Research Experience (Required & Optional) | 10 |
| UBC Policies on Grading & Scaling | 12 |
| MindTap: Everything you need to know | 13 |
| Academic Misconduct | 14 |
| Getting the Most out of UBC | 15 |
| Schedule of Course Activities | 17 |
| Research Essay: Description & Instructions | 19 |
| Research Essay Topics | 21 |
| Example: Research Essay | 22 |
| A Brief Primer on APA Style | 25 |
| Instructions: Peer Assessment | 26 |
| Rubric for Scoring Research Essay | 28 |

Class Meetings & Materials Required for Class Meetings

Classes are held every **Mon, Wed and Fri, 11:00 to 11:50 am**, in CIRS Room 1250. The CIRS building is located at 2260 West Mall.

Please respect your peers and instructors by arriving on time and by not leaving early. In a large class, either arriving late or leaving early is noisy, distracting and irritating.

You will need an iClicker for most class meetings. The iClicker is an important learning tool, and clicker responses will be used -- among other things -- for determining your class participation grade.

You do not need to bring your textbook to class.

Class-room computer/tablet use is ok. However, the evidence shows that students who use computers do less well than those who use the old-fashioned paper-and-pen(cil) method for taking notes. **If you use a computer or tablet for any purpose other than taking notes in class**, please sit at the back of the room so as not to distract other students.

Course Leaders

While learning is each student's responsibility, the course leaders are here for you, to facilitate learning, to answer questions, to help you understand course materials and requirements ... to lead you to a successful course completion. The course leaders also are responsible for preparing and delivering lectures and other course activities (i.e., demos, quizzes, tests) and for keeping course records.



The instructor for this course is Dr. Peter Graf

Phone: 604.822.6635

Office: CIRS 4352

Office Hours: Mon 8 to 9:00 am; no appointment required - anyone may drop in.

Informal office hours: Most Mons from 9:15 to 9:45 am, I will be at THE LOOP café, located in the lobby of the CIRS building, just outside the classroom.

Email: pgraf@psych.ubc.ca. Be thoughtful about using email. Include "PSYCH 101" in the subject line of your email. (If your email subject line is empty or uninformative, it is likely to end up in my trash

folder, and you will never receive a response.) Before you send an email, keep in mind that the class includes over 300 students, and that a response to your question or concern might be in your class notes, in this syllabus, or it might have been addressed in a course-web discussion forum. Also keep in mind that each individual email is best suited for asking one specific question, never for a list of questions. Email is NEVER a reasonable substitute for class attendance, and is NOT suited for dealing with deep issues that require a face-to-face meeting. I will do my best to respond to emails within 24 hours.

The teaching assistants for this course are:



Lisa Zhang

Phone: 604.822.????

Office: Kenny ????

Office Hours: ?????? no appointment is required. If you cannot make my scheduled office hours and wish to set up a separate meeting, please email me to arrange a convenient meeting date and time.

Email: ?????@?????.??? Please include "PSYCH 101" in the subject line of the email. I will respond within 24 hours of receiving your email.



Siba Ghrer

Phone: 604.822.????

Office: Kenny ????

Office Hours: ?????? no appointment is required. If you cannot make my scheduled office hours and wish to set up a separate meeting, please email me to arrange a convenient meeting date and time.

Email: ?????@????.???. Please include "PSYCH 101" in the subject line of the email. I will respond within 24 hours of receiving your email.



Michelle Crease-Lark

Phone: 604.822.????

Office: Kenny ????

Office Hours: ?????? no appointment is required. If you cannot make my scheduled office hours and wish to set up a separate meeting, please email me to arrange a convenient meeting date and time.

Email: ?????@????.???. Please include "PSYCH 101" in the subject line of the email. I will respond within 24 hours of receiving your email.

Tools You Will Need

In order to achieve the course goals and objectives, we will use a number of different tools, each required for completing the specific course assignments described later in this document.

- (1) **Textbook:** The textbook for the course is authored by Weiten & McCann (2016). We are using a Custom Edition of the text called *Psychology: Themes and Variations, 4th Canadian Edition*, which Nelson Canada has bundled for us with a **MindTap Access Code** and **Concept Charts**.

Purchase options: The text can be purchased at the UBC Bookstore, where it is available in a bundle which includes the MindTap access code and concept charts. The same bundle is also available from Discount Textbooks located in the UBC village.

The bundled version of the text is the best/cheapest option. If you purchase the text separately, you will be paying a substantially greater amount. If you buy a 2nd-hand copy of the text, **it will NOT include a valid MindTap access code.**

You do NOT need a study guide. MindTap includes lots of resources to help you study.

- (2) **MindTap:** MindTap gives you access to an e-copy of the text, a lot of online study aids, and a bank of tests/assignments that you will be completing as part of this course.

In order to get to the MindTap assignments for this course, you will need to log-in to the correct course and section. The first time you navigate to the site, you will need to register and enter the correct key for this course. The course key is: **MTPN-G60P-GCP6**.

Please copy the course key carefully, and when you register on MindTap, please use the **exact same name and student number that UBC has on file for you**. If you use a different name, or a different spelling of your name, or the wrong student number, you will not receive any credit for work that you complete on MindTap.

If you have problems creating a MindTap account or with accessing your account, please view/review the video (Accessing MindTap for PSYCH 101) available on the course/connect web.

Originality Check & Peer Review Platforms

As part of this course, you will be completing a writing assignment -- a research essay -- and submit it for review and evaluation by your peers. We are using two platforms in connection with these research essays: TurnItIn & Moodle.

- (3) **TurnItIn:** TurnItIn is -- among other things -- a plagiarism-identification service, and UBC subscribes to this service. When you submit your research essay to this service, it checks its originality, and thereby helps avoid and prevent

plagiarism. To use this site effectively, we recommend that you submit drafts of your essay before you submit the final version.

I will enroll you on TurnItIn, using the information available on Tuesday September 22 2015 on the official UBC class list. When enrolled, TurnItIn will send you an email to notify you that you have been registered in the course. If you do not yet have a TurnItIn account with the same name and email address, TurnItIn will create a profile for you, and send you a temporary password. If you already have a TurnItIn account, you will already have a profile and password.

- (4) **Moodle:** Moodle is a learning management system which we use for the peer assessment of the research essays. You will submit your research essay to this site, and use this site also for reviewing the submitted research essays of a selection of your peers.

I will create a Moodle account for you, using the information available on September 22 2015 on the official UBC class list. When created, Moodle will send you an email with a temporary password.

After (NOT BEFORE) you receive an email from Moodle, navigate to this site: arcus.docbob.ca/moodle (copy the site name correctly). Log-in to this site with the username which consists of all parts in the email UBC has for you that comes before the @ sign. For example, if my UBC email is pgraf@psych.ubc.ca, my username would be **pgraf**. When I create the moodle accounts, I will use each students' UBC student number as his/her temporary password. Therefore, when you go to your account for the first time, use your UBC student number as your password, and then change it to something that is more secure.

- (5) **iClicker:** iClicker questions and polls will be included in many class meeting, and your responses to them will count toward your course grade. An iClicker can be purchased at the UBC Bookstore, used or new. It is critical that you register your iClicker on the course website. If you fail to do so, your clicker responses will not be counted toward your course grade.



- (6) **Course Website.** The website for this course is at www.connect.ubc.ca. Use your CWL (campus wide login) to connect to this site. This site is where you will find everything you need for the course, **the most up-to-date copy of this syllabus**, pdfs of slides used in lectures, instructions for assignments, announcements, links to discussion groups, links to TurnItIn, Moodle and MindTap, as well as a record of grades. Go to this website early in the course in order to register your iClicker, and return to it frequently – at least a few times each week -- for announcements, discussions on current issues, problems and their solutions, as well as for connecting with other students, for finding answers to common questions, etc.

For most questions that you have about any aspect of the course, turn to the [www.connect.ubc](http://www.connect.ubc.ca) discussion forum rather than the instructor or TAs because your questions are likely to be of interest to other students as well, and other students are likely to have the answers you are seeking.

The discussion forum on the course web-site is a very important tool; it is the go-to-place for all questions about the course, about assignments, lecture notes, deadlines, the syllabus, etc. The TAs and instructor will participate in the discussions, and check in at least a few times each week. Use the discussion forum wisely and effectively, and use it not just as a consumer, but as a contributor and mentor.

Use the discussion forum to connect with other students, find study partners, set up study groups, pose questions for each other, discuss study strategies, practice your ability to answer questions, etc.

What We Expect From You

Participation: Learning is an activity, not a drug or treatment, and not the passive process of absorbing information. The course makes use of lectures, demonstrations and peer-to-peer teaching, and relies on feedback and participation as well as discussions in small groups. We expect you to speak up, to formulate your ideas in writing, to listen critically and provide feedback, to participate and respond to clicker questions. Lectures and class meetings are an opportunity for asking questions, for testing your understanding of issues and for augmenting insights provided by the text and for building your course notes. Learning occurs when you are active, when you dare to make errors and missteps, and when you are prepared to receive critical, constructive feedback on your comments, observations and questions.

Attendance: Come to every class, always prepared to participate, with an open and critical mind. To every class, bring your iClicker, materials for making notes, and a soft pencil for completing quiz/Scantron forms. If you miss a class, you are

responsible for obtaining notes and for getting informed about announcements. **You will not be able to make up clicker questions/responses that occurred during your absence.**

Plan ahead! Connect with class mates who will be able to keep you informed in case you absolutely must be absent from class. **Tuum Est!**

Respectful & Ethical Conduct: You are expected to treat your classmates, instructor and teaching assistants with respect at all times, whether face-to-face, on the phone or in emails. Respectful conduct includes coming prepared to learn, and arriving and leaving on time - not before the end of class.

We are committed to a zero tolerance for cheating in any form, including dishonest use of the iClicker, copying from a classmate or submitting the work of others as your own. All forms of misconduct will be dealt with as described later in this syllabus and in the UBC calendar (see Academic Misconduct).

On-Time Completion of Chapter Tests: You are required to complete 2 (two) on-line tests corresponding to each chapter. These tests are open book, not time limited, can be repeated up to three times, but must be completed by the due date specified on MindTap as well as in the Schedule of Course Activities, included later in this document. If you attempt a test more than once, we will use only **the highest score you have achieved for the first test on each chapter (called the Pretest), and the average of the scores you achieved on the second/final test on each chapter (called the Posttest).** The purpose of these tests is to encourage you to read each chapter ahead of the date when we begin course activities related to the chapter topic, and to reinforce your learning immediately after we have covered each topic. Learning is most effective when it is distributed in time, and when it is augmented by multiple testing sessions.

Policy of Missed Chapter Tests: Each chapter test (1st/Pretest and 2nd/Posttest on each chapter) must be completed by the due date/time specified on MindTap and in the Schedule of Course Activities. The **graded versions** of the chapter tests will no longer be available on MindTap after its due date/time. A grade of zero (0) will be assigned for every chapter test that has not been completed by the due date/time.

On-Time Submission of Research Essay & of Peer Evaluations of Research Essays: Writing and evaluating the written work of others are important elements of this course. For these reasons, you will be required to research one of four topics (details included elsewhere in this document), write about it, and review/evaluate the written work submitted by a random selection of your peers. You will complete the research essay in three stages: 1. Select one of the assigned topics and submit it to Moodle before 11 pm on Fri September 25. 2. Identify between 3 and 5 peer-reviewed psychology research articles which are directly related to your chosen essay topic, and submit the complete references for these articles to Moodle before 11 pm on Fri October 2. 3. Submit your completed research essay to Moodle before 6 am on Sun October 25. (Note: The final research essay must also be submitted to TurnItIn before 6 am on Sun October 25.)

In addition, you are also required to evaluate/assess and provide critical, constructive comments on the research essays submitted by 6 of your classmates/peers. We will use Moodle for completing the assessments/reviews. Your assessments & comments on the peer **Research Essays** are due no later than 6 am on Sun Nov 15.

A detailed description of and instructions for the Research Essay & of the peer evaluations of the Research Essay is included later in this document.

On-Time Completion of the Peer Assessment Training Workshop (PAW). You are required to complete an on-line workshop that we have developed for teaching you how to assess the research essays of your peers in a valid and reliable manner. The workshop gives you an opportunity for practicing your assessment skills and to compare your grading with the grading provided by experienced peers and by the instructor. Completion of the workshop will require between 2 and 3 hours.

The PAW is completely new and given for the first time this year. To find out whether the workshop is helpful and improves peer assessment skills, students in this course have been randomly assigned to one of three cohorts (they are identified as: BEFORE, BETWEEN and AFTER). Each cohort will complete the PAW at a different time of year, as specified in the Schedule of Course Activities.

The cohorts have not yet been created; they will be created on Fri September 18. At that time, a list showing the students assigned to each cohort will be posted on the course web site.

Late/Failed Submission Policy: A late submission of a research essay will not be accepted under any circumstances. A research essay that has not been submitted to both TurnItIn and to Moodle by the due time/date will be regarded as a late submission, and it will be assigned a grade of zero (0). Late completions of peer evaluations will not be accepted under any circumstances and will be assigned a grade of zero (0).

If you fail to submit a research essay, you will NOT be able to participate in the peer evaluation cycle, and you will automatically forfeit any course grades that are available for this component.

Re-Grade Policy: If, after receiving a grade & feedback on your research essay, you feel very strongly that your essay was graded unfairly by your peers, you may choose to have your essay re-graded by emailing such a request to your TA within 1 week of the grades being released. Note that re-grading may result in a grade increase or decrease, and that the re-grade is final.

Presence at Syllabus Quiz: Your presence is required in class on September 16 for a quiz on the course syllabus. The quiz will consist of multiple choice questions. Your quiz answers will be collected with a Scantron form, and you must use a #2 pencil for completing this form. **There is no make-up for missing this quiz!** A grade of zero will be assigned if you miss the quiz.

Presence at Midterm Test: Your presence at the mid-term – scheduled for Mon October 19 -- is required. If you must be absent from the mid-term for a valid reason, notify the course instructor immediately in order to make alternative arrangements. Alternate arrangements will only be made for valid & properly documented **medical reasons**. **There are no make ups for the mid-term.** A grade of zero will be assigned for an unexcused missed midterm.

Presence at Final Exam: Your presence at the Final Examination in December 2015 (exact date to be determined by the Faculty of Arts) is mandatory. If you absolutely must miss the final examination for a valid reason, you or your caregiver must apply for an Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services).

Final Exam Hardship: If you have 3 or more exams scheduled to start and finish within a 24 hour period, you may make a request via the Faculty Advising Office to write the 2nd examination on a different day.

Policy on Unreadable Scantron Forms: We will be using Scantron forms for the syllabus quiz, for the mid-term and for the final examination. You must use a #2 pencil for completing all of the required parts of each Scantron form. If you fail to complete a required part of a Scantron form, or if you do not use a #2 pencil, it will not be machine readable. A 10% penalty will be applied to each quiz/test/exam that was submitted with an unreadable/unidentifiable Scantron form.

Feedback: We invite you to share your thoughts and suggestions about all aspects of the course with us, and to work with us so that this course becomes a positive and productive experience.

What You Can Expect From Us

Availability: We – the Course Leaders -- are here for you, to facilitate your learning, to answer your questions, to help you understand course materials and requirements ... to lead you to a successful course completion. Make effective use of us, for example, by visiting us during office hours. A visit is typically much more effective than an email, a phone call, or a brief after class chat. If our office hours absolutely cannot work for you, we will propose a few alternative date and time options. Keep in mind that the class size limits our flexibility in making alternative appointments.

Slides & Lecture PDFs: PDFs related to class presentations & activities will be available AFTER class on the course website (www.connect.ubc.ca). NOTE: The lecture notes will never be available before class. For copyright reasons, the posted pdfs may be different from those used in class. Keep in mind also that the pdfs are not lecture notes; they are speaking points for reminding and guiding the lecturer, for highlighting core concepts, etc. Do not assume that posted pdfs are sufficient for catching up with class activities.

Feedback/Grades: We will endeavor to provide you with feedback on all learning assignments (e.g., syllabus quiz, mid-term test, final examination, etc.) as promptly and with as much detail as manageable for a large class.

Respectful Ethical Conduct: At all times, we will strive to treat you with respect, and to make decisions with the highest standards of ethics in mind. If you feel that you have been treated in any other way, disrespected in any way by us or by a classmate, we invite you to talk to us so we can sort out the issues together.

Please note that failing to make course concessions for you (e.g., changing a due date or test date) is not a sign of disrespect. Ethical conduct requires us to uphold all course requirements and UBC standards and regulations, and to apply them fairly and in a consistent manner to all students. [Hint: Before you come to us with a request for some sort of concession, ask yourself whether we would be able to offer this same concession to all students in the course. If the answer is NO, don't bother asking.]

Learning Appraisals

We will use a number of different methods for determining whether we are meeting the course objectives.

Unless otherwise stated, the due date for all assignments is the end of day of the day/date listed.

| Activity | Value | Due Dates |
|---|-------|---|
| Register your iClicker & create account on MindTap. | 0.50% | Wed September 16, 2015 |
| Choose and post your essay topic on Moodle | 0.50% | Fri September 25 2015 |
| Identify and post on Moodle between 3 - 5 peer reviewed psychology articles directly relevant to your essay topic. | 1% | Fri October 2 2015 |
| Quiz (10-15 MC questions) on entire syllabus | 2% | Wed September 16 2015 |
| Clicker-Accuracy (points for correct responses to clicker items): 2% for correct on 80%+ items; 1.5% for correct on 60%+ items; 1% for correct on 40%+ items; .5% for correct on 20%+ items; 0% for correct on less than 20% items | 3% | Ongoing throughout the term |
| Clicker class participation (points for responding to clicker items; does not depend on correctness of responses): 3% for responding to 80%+ of all clicker items; 2% for responding to 60%+ of all clicker items; 1% for responding to 40%+ of all clicker items; 0% for responding to less than 40% of all clicker items. | 2% | Ongoing throughout the term |
| Peer Assessment Training Workshop. | 3% | Due date depends on your cohort membership |
| Peer evaluations of Research Essays | 4% | Sun Nov 15 2015 |
| 7 * 2 tests on each chapter, completed online on MindTap: 3% for average of 1 st /Pre-test per chapter; 3% for average on 2 nd /Post-test per chapter | 6% | Ongoing throughout the term |
| Research Essay | 12% | Sun October 25 2015 |
| In-class mid-term test, focused on materials – class & text -- covered up to the date of the test (approximately 40 MC questions and 15 short answer [SA] questions) | 28% | In-class on Mon October 18 2015 |
| Cumulative final examination (approximately 85 MC and 20 SA items). | 36% | During the examination period, between December 8 & 22 2015 |
| Research experience component | 2% | Fri December 4 2015 |
| Total Points Available from Course Work | 100% | |
| Bonus points for optional research participation | 3% | Fri December 4 2015 |

Chapter Tests, Syllabus Quiz, Mid-term, and Final Examination: The chapter tests – which count for 6% of your grade -- are intended to make you familiar with each topic covered in the course, to prepare you for class activities, and to ascertain your mastery of the materials covered in each chapter.

The **syllabus quiz** serves one major purpose: To give you a strong incentive to become thoroughly familiar with the syllabus, with everything that is required for succeeding in this course, to encourage you to pay attention to deadlines, to help you keep up with course work, etc.

The **mid-term will be given in the classroom at the same time as the regularly scheduled class**, on Mon October 19 2015, while the final examination -- a 2-hour event -- will be scheduled by the Faculty of Arts between December 8 and 22, 2015. [Do not make any travel arrangements before you know the date of the final examination. Being away from UBC will not be accepted as a reason for missing the examination.]

The mid-term test and the final examination will consist of a combination of Multiple-Choice [MC] and Short-Answer [SA] questions, and they will focus on materials covered in the text and in the lectures and class-activities. **The final examination is cumulative.** In order to do well on the test and examination, you will need to go beyond memorization of facts and definitions; you will need to integrate and apply the materials to new situations.

Why so many tests, exams, quizzes? Research has shown that testing improves understanding as well as long term retention of materials (Roediger & Karpicke, 2006).

The SA items on the test and exam usually create more anxiety than the MC items, probably because the former are less familiar. The SA items will require a short-response, from a few words to a maximum of 1 or 2 sentences. **Nearly all SA items included on the mid-term test or on the final examination will be based on or be direct duplicates of questions introduced in class.** Therefore, pay attention in class and take careful notes, and above all, participate in class activities by generating responses/answers to all questions/items when they come up in class, and practice answering such questions. Dare to be wrong and take advantage of every opportunity for learning!

Research Essay & Peer Evaluations of Research Essays: A document, included later in this syllabus, gives detailed specifications for these two course components. Your Research Essay must address one of the topics we have chosen/assigned, must be prepared according to the American Psychological Association (APA) format, and must be submitted -- to both your TurnItIn & Moodle accounts -- by the due date. **A late submission will not be accepted under any circumstances and will result in a grade of zero.** The research essay, which counts for a total of 12% of your course grade, is designed to help you apply course materials to everyday life situations, events and experiences, and to help develop and polish your written communication skills.

The best method for learning to write effectively is to evaluate and provide critical, constructive feedback on the written work of peers. For this reason, you will be reviewing/assessing/evaluating/commenting on the research essays of 6 of your peers. Immediately after the due date for submitting the research essay, each of them will be assigned to 6 peers (i.e., randomly selected from among all students in the course) for evaluation/assessment and for critical, constructive comments. Each student/peer is required to evaluate/assess the research essay of 6 different peers, assign a grade to each, as well as to write one critical, constructive comment (i.e., highlighting a specific weak, confusing, unclear aspect in the essay, and recommending at least one way in which this shortcoming could be corrected) about each.

Peer Evaluations must be completed by the due date. Failure to complete ALL of the required peer evaluations by the due date will result in a grade of zero for this course component.

The validity of the grades & the quality of the critical constructive comments written by each student/peer assessor will be graded by the TAs and instructor, and will count for 4% of your course grade. The essay authors look forward to your thoughtful, helpful comments & to your fair grading of their work.

The final grade awarded to each research essay is the median of the grades assigned by the 6 peer evaluators. There is considerable research showing that grades derived in this manner are of the same as or higher quality than grades assigned by a TA or by an instructor (see Cho, Schunn & Wilson, 2006; their published article is available on the course web). More importantly, by using peer evaluators, the author of each submission will not only receive a grade on his/her work, but will also receive the written comments from 6

different peers. In addition, by serving as a peer evaluator, each student has the opportunity to compare his/her own work to that of her/his class mates.

Class Participation: Learning is an activity, something we do; it is not a drug or treatment. To get the maximum out of class meetings, you need to become actively engaged in every part of it, by coming prepared to class with issues/questions that occurred in the course of reading the text, or in conversations with class mates, friends or family. Take part in class discussions and in Q&A sessions, and respond thoughtfully to all clicker items/questions. Your engagement and participation in class counts for 2% of your course grade, and your correct responses to in-class clicker questions counts for 3% of your course grade, each awarded according to the scheme provided in the table on Page 7 of this syllabus.

Research Experience & Optional Research Participation: One way to learn more about psychology is to be a participant in ongoing psychology research projects. As part of this course, you are asked to complete a research experience component worth 2% of your grade. In addition, you have the option of earning a maximum of 3 more points (i.e., giving you a 3% increase in your final course grade) by participating in additional approved experiments that are posted on the web of the Department of Psychology Human Subject Pool (HSP) or by completing alternative assignments. Detailed instructions about these course components appear in the next section of this document.

DRAFT

Research Experience Component & Optional Research Participation

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on/direct and interactive manner, to research in psychology. This REC is worth 2% of your grade in the course, and you are free to choose one of two options:



1. **Participate in the Psychology Department Human Subjects Pool:** Most students will choose to earn their REC by spending two hours participating in psychology studies (earning 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register on the system by the end of the first month of classes, for the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered on the system, you will be able to browse through and select the studies in which you wish to participate, sign up for an available timeslot, and confirm the points you have earned. At the end of the last day of class for the term, the subject pool closes. After this day, you will no longer be able to earn points by participating in research. Therefore, we strongly urge you to participate in, and obtain and confirm your REC points long before the last week of class.

For instruction on how to use the HSP online system, go to <http://www.psych.ubc.ca/resguide.psy>, and read the document entitled "Subject Pool Information for Participants."

Alternative assignment -- Library writing projects: As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements:

- The article must have been published in the journal titled "*Psychological Science*"
- The article must have a publication date from the year 2000 to the present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review, a news item, a notice, a letter to the editor, etc.
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Course credit for submitting article summaries is assigned via the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in the course syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted no later than 10 days before the end of classes.

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library assignment the class ID is **6880064**, class name is Library Option for HSP, and password is research. See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin.

Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

2. **Extra Credit/Bonus points for optional research participation:** You may earn up to a maximum of 3 additional points by participation in ongoing HSP listed research projects beyond the two hours required for the REC of the

course. The methods (i.e., research participation and library option) available for earning bonus points are exactly the same as those used for completing the research experience component.

Participating in a 1-hour research project, or completing one of the alternative assignments, earns you 1 point. The 2 points available for the REC will be included when computing your course grade. By contrast, the 3 points available via the optional research participation will be used to increase your final course grade, but they are added only after any scaling that may need to be applied to the course grades.

DRAFT

UBC Policies on Grading & Scaling

UBC courses are graded on a percentage basis (or pass/fail - P/F - if a course is so designated). Corresponding letter grades are assigned automatically by the Registrar.

| Percent | Grade | Level of Achievement | Percent | Grade | Level of Achievement |
|---------|-------|----------------------|---------|-------|----------------------|
| 90-100 | A+ | exceptional | 64-67 | C+ | adequate |
| 85-89 | A | exceptional | 60-63 | C | adequate |
| 80-84 | A- | exceptional | 55-59 | C- | adequate |
| 76-79 | B+ | competent | 50-54 | D | adequate |
| 72-75 | B | competent | 00-49 | F * | inadequate |
| 68-71 | B- | competent | | | |

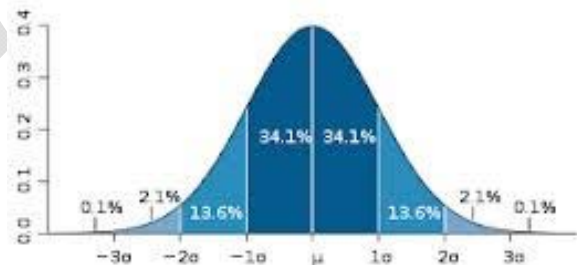
Grading Criteria: The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

- ✓ 80% to 100% (A- to A+): Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- ✓ 68% to 79% (B- to B+): Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
- ✓ 50% to 67% (D to C+): Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigor.
- ✓ 00% to 49% (F): Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

Scaling of Grades: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

Peer graded work often requires scaling because students tend to give inflated grades. Assume that some scaling of peer graded work will occur.

In order to reduce grade inflation and maintain equity in courses with multiple sections, all psychology courses are required to comply with the departmental policy on grade distributions. According to this policy, all 100 and 200 level courses are required to obtain an average grade of 69%, with a standard deviation of 14%. Grade scaling may be necessary in order to achieve these norms, and may be applied by the professor or by the department. **If necessary, each assignment will be scaled to achieve the desired class mean & standard deviation.**



Grade Inflation: Is the tendency for academic grades for work of comparable quality to increase over time.

MindTap

MindTap from Nelson Education is a highly personalized, online learning platform. A cloud-based learning solution, MindTap combines all learning tools - readings, instructor comments on readings, multimedia, activities and assessments into a single Learning Path that guides you through the curriculum. Make use of the learning tools in order to improve your mastery of psychology. Create an account on MindTap as soon as possible, and take the plunge into psychology.

To familiarize yourself with MindTap, check this site: <http://www.nelson.com/site/mindtap/>

In this course, you are required to use MindTap for completing 2 (two) tests related to each chapter. These tests are open book test, and they are not timed (meaning, you can take as much time as you like to complete each test, as long as you complete it before the due date/time). If you like or need to, you may interrupt a test (log out) and log back in and return to the same test at a later time. If you are unsure about your answer to a question, you may attempt it a maximum of three times. When you are done with a test, don't forget to submit it. When you submit a test, it is automatically graded. For the first test (i.e. the Pretest) you complete for each chapter, the highest grade you achieve in your three attempts will be recorded in the grade book. For the 2nd test (the Posttest), the average of the three attempts will be recorded in the grade book.

The tests will remain available throughout the term and you may use them to check and re-check your mastery of the materials as often as you like. However, the Pretest and Posttest for each chapter will count toward your course grade only if they are completed by the due date specified in the Schedule of Course Activities.

Getting Started on MindTap

You need a code for accessing MindTap. This code comes bundled with your text if you purchased your text at the UBC bookstore. If you do not yet have a MindTap access code, create an account anyway and use MindTap without paying until **September 29 2015**.

With your code on hand, follow these steps:

1. Go to **login.nelsonbrain.com/course/MTPN-G60P-GCP6**. You can also navigate to the same place by starting here: **www.nelsonbrain.com/shop/micro/ubc/psyc101**
2. If you already have an account, log in. If not, create an account, and you do so by providing all of the requested information. You will be asked to provide your UBC student number.
3. If asked for a course key, enter this: **MTPN-G60P-GCP6**

If you are unsure how to create an account, or are unsure about what to do, view the video in the course website: **How to Access MindTap**

Academic Misconduct

I would prefer even to fail with honor than to win by cheating

~ Sophocles

According to the UBC Calendar, students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage in, any of the actions described below.

1: Cheating, which may include, but is not limited to:

- ✓ falsification of any material subject to academic evaluation, including research data;
- ✓ use of or participation in unauthorized collaborative work;
- ✓ use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- ✓ use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- ✓ dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2: Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. NOTE: UBC is a subscriber to TurnItIn, a service which is likely to uncover any occurrence of plagiarism in written work.

3: Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted. NOTE: TurnItIn is likely to reveal if your written work has been submitted elsewhere (e.g., for another course, by another student, at another university).

4: Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.

5: Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.

6: Falsifying or submitting false documents, transcripts, or other academic credentials.

7: Failing to comply with any disciplinary measure imposed for academic misconduct.

How to Avoid Academic Misconduct: *The UBC library* (http://www.library.ubc.ca/hss/instructions/sts/Whole_page.htm) and *UBC writing center* (<http://cstudies.ubc.ca/writing/index.html>) offer online guides for preventing unintentional plagiarism. Make use of these resources.

Do not copy and paste from any other sources when writing papers, not even when working on early drafts, because doing so is the surest way to committing plagiarism, misrepresenting the copied material as your own.

Getting the Most out of University

Nothing ever comes to one, that is worth having, except as a result of hard work.
Booker T. Washington

In order to succeed in this course, you should expect to give it your full attention for 2 to 3 hours for each 1-hour of class time (10-15 hours per week). Take careful notes, read actively, come prepared for class, participate in class activities, demonstration and discussions, dare to make errors and keep asking questions. Apply what you learn in the course to your own learning, to making you a more effective student.

UBC has a number of web resources which provide excellent tips and insights into how to get the most out of university; browse them, use them to your advantage:

- Skylight (<http://sclt.science.ubc.ca/resources>)
- the UBC Centre for Teaching, Learning and Technology (<http://ctl.ubc.ca/resources/learning/>)
- the Carl Wieman Science Education Initiative (www.cwsei.ubc.ca)
- for advice from senior Science students, check out an account published by Ashley Welsh (http://www.cwsei.ubc.ca/resources/student_guidance.htm).

Check out the **UBC Learning Commons** (<http://learningcommons.ubc.ca/>), an evolving collection of UBC-selected learning resources that guide students through a process of discovery. Through an emphasis on student-driven initiatives and shared-decision making, the UBC learning commons enhances the experience of all UBC students.

Take charge of your own learning, and take full advantage of all of the support available to you.

Physical or Other Learning Disabilities: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. We (Access & Diversity) provide leadership in examining policies, processes, and programs through the lens of diversity. We work with students, staff, and faculty to build a community for all. UBC is committed to equal opportunity in education for all students including those with documented physical disabilities or learning disabilities. If you have a disability that affects your learning or performance on tests or exams please contact us (<http://www.students.ubc.ca/access/drc.cfm/>) or visit Brock Hall 1040, 1874 East Mall, Phone: 604.822.5844.

Withdrawing From A Course

Even the best laid plans can go awry, and suddenly you might find yourself unable to cope with the demands of this course. If you arrive -- or feel you have arrived -- at such a turning point in your life as a learner, talk to one of your Course Leaders immediately, or contact your Faculty's Advising Office (<http://students.ubc.ca/enrolment/courses/academic-planning/advising>). If you wish to withdraw from the course, consult the UBC Academic Calendar for relevant dates: <http://www.calendar.ubc.ca/vancouver>

Schedule of Course Activities

This schedule is subject to change. If changes are made, they will be announced in class and posted on the course web.

| Day | Date | | Tasks, Assignments, Readings, |
|-----|--------|----------------------------|---|
| Mon | Sep 7 | Labor Day | Read syllabus & textbook section entitled "To The Student" |
| Wed | Sep 9 | First Day of Class | |
| Fri | Sep 11 | | |
| Sun | Sep 13 | | |
| Mon | Sep 14 | | Read chap 1; Pretest (MC & T/F) for chap 1 |
| Wed | Sep 16 | | Syllabus quiz Create an account on MindTap; register your iClicker |
| Fri | Sep 18 | Guest Lecture | |
| Sun | Sep 20 | BEFORE Cohort | |
| Mon | Sep 21 | | Posttest: chap 1 |
| Wed | Sep 23 | PAW Completed for 3 | Read chap 7; Pretest (MC & T/F) for chap 7 |
| Fri | Sep 25 | PAW Completed for 2 | Choose Essay Topic & post it on Moodle: Due 11 pm |
| Sun | Sep 27 | PAW Completed for 1 | |
| Mon | Sep 28 | | |
| Wed | Sep 30 | | |
| Fri | Oct 2 | Guest Lecture | Posttest: chap 7 Post Essay Topic Relevant Peer Reviewed Articles on Moodle: Due 11 pm |
| Sun | Oct 4 | | |
| Mon | Oct 5 | | Read chap 2; Pretest (MC & T/F) for chap 2 |
| Wed | Oct 7 | | |
| Fri | Oct 9 | | |
| Sun | Oct 11 | | |
| Mon | Oct 12 | Thanksgiving Day | |
| Wed | Oct 14 | | |
| Fri | Oct 16 | | Posttest: chap 2 |
| Sun | Oct 18 | | |
| Mon | Oct 19 | | Midterm Test: Held in class |
| Wed | Oct 21 | | Review essay assignment & rubric |
| Fri | Oct 23 | | Read chap 3; Pretest (MC & T/F) for chap 3 |
| Sun | Oct 25 | BETWEEN Cohort | Post Essay on Moodle & TurnItIn: Due 6 am |
| Mon | Oct 26 | | |

| | | | |
|-----|--------|---------------------|--|
| Wed | Oct 28 | PAW Completed for 3 | |
| Fri | Oct 30 | PAW Completed for 2 | Posttest: chap 3 |
| Sun | Nov 1 | PAW Completed for 1 | Open Moodle for Peer Reviews |
| Mon | Nov 2 | | Read chap 4; Pretest (MC & T/F) for chap 4 |
| Wed | Nov 4 | | |
| Fri | Nov 6 | | |
| Sun | Nov 8 | | |
| Mon | Nov 9 | | Posttest: chap 4 |
| Wed | Nov 11 | Remembrance Day | |
| Fri | Nov 13 | | Read chap 5; Pretest (MC & T/F) for chap 5 |
| Sun | Nov 15 | | Close Moodle for Peer Reviews: Due 6 am |
| Mon | Nov 16 | | |
| Wed | Nov 18 | | |
| Fri | Nov 20 | Guest Lecture | |
| Sun | Nov 22 | AFTER Cohort | |
| Mon | Nov 23 | | Posttest: chap 5 |
| Wed | Nov 25 | PAW Completed for 3 | Read chap 6; Pretest (MC & T/F) for chap 6 |
| Fri | Nov 27 | PAW Completed for 2 | |
| Sun | Nov 29 | PAW Completed for 1 | |
| Mon | Nov 30 | | |
| Wed | Dec 2 | | Posttest: chap 6 |
| Fri | Dec 4 | Last Day of Classes | Review |
| | | | |
| | | | |

The Final Examination date is set by the UBC registrar's office. DO NOT BOOK TRAVEL DURING THE EXAMINATION PERIOD: December 8 to 22 2015. The Final Examination is cumulative, but it will emphasize more those materials covered after the mid-term.

Description & Instructions: Research Essay

Overview: This Research Essay is intended to highlight your in-depth understanding of one of the assigned topics (see below), to showcase your insight into and understanding of the psychological research related to this topic, and to demonstrate your ability to write about this topic in an engaging, effective and informative manner.

Specific Learning Objectives: This assignment has a number of specific objectives, including LEARNING TO:

1. Recognize, recall, interpret and apply findings and phenomena from specific areas of psychology.
2. Critically evaluate evidence about behavior and the mind that pertains to daily life.
3. Apply your understanding of psychological concepts, theories, facts and methods for the purpose of gaining insights about yourself, others, and events which are likely to occur in the context of daily life.
4. Effectively communicate your understanding of psychology in written form.
5. Find peer reviewed empirical psychological research in the library, read this research critically, and use it to support your insight into and understanding of everyday behavior and phenomena.
6. Prepare and submit a document according to a detailed set of instructions.
7. Plan your work, schedule your assignments, and organize your UBC life, in order to meet unmovable deadlines.

Criteria for Research Essay: For this assignment, your task is to write an essay on one of the approved topics (see list below), to highlight your in-depth understanding of the topic and of psychological issues/concepts/questions raised by the topic, to showcase your insight into and understanding of the research related to this topic, to illuminate how research has advanced understanding of the topic, and to demonstrate your ability to write about this topic in an engaging, effective and informative manner.

Your essay must be between 1000 and 1200 words long. All parts of the essay must be consistent with APA format (more info on the APA format appears later in this document).

The precise manner in which the parts of the research essay are to be arranged is illustrated in the example included later in this document.

Whichever topic you choose, your research essay should be arranged into roughly three parts. These parts do not need to be labelled and each part may consist of one paragraph or more paragraphs. In Part 1 (between 100 to 250 words long), your task is to identify and describe what you consider critical or interesting issues, problems, questions or concepts which are raised by the topic, and which are most directly relevant to psychology. The goal of Part 1 is to provide a context or background for the remainder of your essay, and for you to inform the reader about the specific focus of your essay. In Part 2 (350 to 700 words long), you are expected to use insights and information you have gained from the peer reviewed psychology research articles in order to illuminate (or increase understanding of) one or more of the critical issues or questions that are raised by the topic, or to increase your understanding of these issues or questions. In Part 3 (between 100 and 300 words long), your task is to draw conclusions, make connections between Parts 1 and 2, acknowledge limitations that are relevant to Part 2 or that were raised in the research articles you referenced, and perhaps propose research that would need to be carried out to address new questions which occurred to you.

Your research essay must be based on published peer reviewed psychological research, and must make appropriate use of and refer to at least 3, with a maximum of 5, peer reviewed psychology journal articles.

Writing a research essay requires you to make a series of choices: selecting one of the four approved topics, focusing on one or more of the psychological issues or problems that are raised by the selected topic, and selecting published empirical reports (note: these must be peer reviewed psychology journal articles) that serve to increase understanding of those same issues or problems. The most important task is for you to demonstrate that you are able to analyze in a critical way an everyday problem, that you are able to make appropriate connections between this problem and psychological concepts, phenomena, theories, terminology and methods, and that you are able to express your understanding and

insights effectively in written form. Higher grades will be awarded for essays that show a thorough, deep understanding of one or a few issues or problems, rather than a superficial survey of a large number of concepts, facts or theories.

The 1000-1200 word limit for the research essay is an important part of this assignment. If you submit a longer essay, the graders (your peers) have the option to stop reading after the limit set for the report. Writing a short essay is challenging; it requires you to be concise and to focus on the most important facts or concepts. Developing this type of writing takes practice, lots of it, and typically, a high quality final version requires several drafts. For this reason, plan ahead, and plan to write more than one draft.

If you have difficulty writing well in English, please consult the Writing Centre staff for assistance. You will find them through the UBC Learning Commons.

Submission Formatting Criteria: In order to earn full marks, your research essay must adhere precisely to the following formatting criteria, and to the specific example which is included elsewhere in this document. The criteria are designed to ensure that every essay looks the same, thus enabling the evaluators to grade the content rather than the appearance of the essay. Your submitted essay must:

- Be proof-read carefully and thoroughly, free of errors in spelling, in word choice, in grammar, in punctuation, in the logical/meaningful flow of ideas from one sentence to the next, etc.
- Have 1.5 line spacing; all parts must have 1.5 line spacing.
- Make use of 12-point Arial Narrow font; all parts must use this font.
- The essay must adhere to the 1000-1200 word limit.
- The essay must include -- in printed form -- a precise word count on the first page of the essay, exactly as shown in the example included elsewhere in this document. Note: when you do the word count, make sure you include the references.
- The essay must include a title on the first page.
- Your student number must appear immediately below the title on the first page of the essay, on a separate line.
- Your name must NOT appear anywhere in your essay.
- Your essay does NOT require an abstract or a summary.
- Your essay must be submitted in pdf format by the specified due date/time.
- The reference section must include the DOI for each article.
- The reference section follows the text; do not start it on a new page.

Use the above as a checklist, and check your work before you submit your final version. Your work will be graded for consistency/adherence with the above criteria.

Research Essay Don'ts:

- Do not rely on sources that are not peer reviewed. Do not use Wikipedia or similar sources which may never have been checked by anyone. Do not refer to any research which was not published in a peer reviewed journal article. (Note: all journal articles available via PsycINFO have been peer reviewed.)
- Do not make use of more than 5 peer reviewed journal articles.
- **Do not quote any materials in your essay.** [Note: Quotations are hardly ever used in research articles.] The purpose of the research essay is to highlight your insight and understanding of a topic, and for you to express everything in your own words. If you borrow the words of others, you are either plagiarizing or too lazy to express yourself in your own words. A deduction of 25% or more will be made (depending on the amount of quoted materials) if your essay includes any quoted materials.
- Do not include references that point to other references, for example, by writing something like Miller (1956, as cited by Burns & Jacob, 2007). The use of such embedded references is a sign of laziness and tells the reader that the author could not be bothered with reading or checking the original report. Science requires a more critical attitude, and for this reason, scientists accept only direct references to original sources.

Research Essay Topics: Carefully read the specific requirements for each of the four topics which follow, make sure you understand what you are required to do for each topic, consult other students, the TA or instructor if necessary, discuss the topics on the course web forum, and then select the topic that most appeals to you.

Topic 1: Testing is the best facilitator of learning and remembering. (Do you learn more about psychology by having to write a test or, for example, by studying for a test?) For this topic, your task is to use published peer reviewed psychology research related to memory, to learning, to perception and/or to attention in order to explore whether or not the claim that testing facilitates (or is the best facilitator of) learning and remembering is valid. In your essay, you might examine whether the claim -- expressed by the title -- is valid for all forms of testing, and for all forms of learning and remembering (e.g., verbal/cognitive learning as well as motor/skill learning, for learning in and out of the classroom).

Topic 2: Affect influences cognition. (Are you more or less likely to pay attention to something that is emotionally appealing?) For this topic, your task is to use published peer reviewed psychology research related to affect and cognition (i.e. affect and attention, affect and perception, or affect and memory) in order to explore whether or not the claim that affects influences cognition is valid. For your essay, pick one aspect of cognition (e.g. attention, perception, memory), examine the theoretical claims that have been made about how it is influenced by affect manipulations, and critically summarize the available research evidence. Don't forget to explain precisely what you mean by "affect".

Topic 3: Mind wandering is a curse of the undisciplined mind. (When reading a book or in the middle of a lecture, do you sometimes tune out, let your mind roam freely where-ever it likes?) For this topic, your task is to use published peer reviewed psychology research related to mind-wandering, to the circumstances where this phenomenon is most likely to occur, or to individual differences in experiencing this phenomenon. Your essay needs to define what is meant by mind wandering, it should explore the function of this phenomenon, and it needs to critically summarize research and theory contributions related to it.

Topic 4: The unconscious mind is more honest than the conscious mind. (Do you have any attitudes or beliefs, e.g., about people from other cultures or from special groups, that are not consistent with your behavior?) For this topic, your task is to use published peer reviewed psychology research related to the deliberate, conscious access we have to our own knowledge, memories, beliefs, perceptions, etc. and to explore whether it (i.e. conscious access) is the same or different from our unconscious use of knowledge, memories, beliefs and preferences. Your essay needs to define what is meant by conscious and unconscious access (e.g., by describing the methods we use for accessing the conscious and unconscious mind), and it needs to critically summarize the available research evidence.

Evaluation: The research essay counts for 12% of your course grade. To earn these points, the graders will be instructed to allocate points according to the grading rubric included later in this document. The instructions for conducting the peer evaluations and the grading rubric are augmented by the following general grading guidelines.

- * Award higher grades if Part 1 (the Introduction) of the essay includes a clear and informative analysis of the psychological issues, concepts, problems or methods which are raised by the topic, and which also includes a clear statement of why the writer/author has chosen a specific set of these issues, concepts, problems or methods for deeper exploration and discussion in Part 2 (the Body) of the research essay.
- * Award higher grades if Part 2 (the Body) clearly links the selected set of issues, concepts, problems or methods raised by the topic (and identified in Part 1 of the essay) with information found in published research articles. The link between issues and published research must be specific, stated clearly, and it must be made in such a manner as to provide insight, and to support an argument or position advocated by the essay author.
- * Award higher grades if Part 3 (the Conclusion) comes to a clear conclusion which connects Part 2 with Part 1, and which discusses any reasonable limitation of the evidence, concepts, theories or methods, or of the evidence or arguments advanced in Part 2.
- * Award higher grades for effective, informative and clear writing, which is free of spelling errors, which is grammatically correct, which uses words carefully and effectively, where sentences follow each other in a logically ordered manner, where each paragraph focuses on a clearly identified topic, etc.
- * Award higher grades for work which adheres precisely to all submission formatting criteria, and to the APA format.
- * **Deduct grades for any use of quoted materials.** The purpose of the research essay is for authors to express ideas in their own words, not to borrow the words of other. If an author uses the words of others, they -- not the author -- deserve the grades that an author could have earned.

Habits, which we might define as learned behaviors that are carried out on regular basis, are both a blessing and a curse. Frequent repetition is the mechanism which transforms behaviors (e.g., reading words, operating a car) into habits, and as a consequence of this transformation, their execution comes to require less attention or no attention at all (LaBerge & Samuels, 1974). Therefore, habits might be viewed as a blessing because when a behavior such as driving a car becomes habitual, we benefit by having more attention that can be used for other activities (e.g., paying attention to traffic, talking with a passenger, enjoying the sights along our route). But, for the very same reason, habits also may be described as a curse because when the execution of a behavior no longer requires attention, it might occur at the wrong time or place (e.g., we might check our phone in the middle of a conversation, we might text while walking on a busy sidewalk), and we might not even be aware that our behavior is inappropriate and perhaps oafish (i.e., socially inappropriate).

The development of strong habits takes a long time (LaBerge & Samuels, 1974), and thus it is hardly surprising that breaking bad habits also takes time, effort and especially patience. Equally important, undesirable habits occur in many different forms (e.g., annoying knuckle cracking, unhealthy eating), with different people (e.g., young versus old; male versus female; rich versus poor) succumbing to different kinds of bad habits (cf., thumb sucking versus smoking, swearing versus procrastinating). For these reasons, habit breaking requires consideration of a wide range of factors. The focus of this essay is one specific bad habit, which I call 'inappropriate phone use' (e.g., texting while walking on a busy sidewalk; checking the phone during dinner or in the middle of a conversation), and I consider one factor -- differences among individuals with bad habits -- which is frequently overlooked even by well-intentioned proposals for breaking bad habits.

A familiar method for discouraging or getting rid of bad habits involves the use of some type of punishment. This method is illustrated by the British Columbia law on distracted driving, a law which prescribes a fine for driving while using a hand-held phone or similar device. Even though it has been in force for several years now, the law appears to have been a failure because despite its existence, a fair proportion of drivers continue to use their phones or other attention-demanding devices while driving. I argue that one major reason for the law's failure is the fact that it relies on a 'one-size fits all' approach to breaking bad habits, that it is not sufficiently sensitive or responsive to differences among people. More specifically, I believe that a law against distracted driving would be more effective if it took into account the different reasons people have for being on

the phone while driving, individuals' capacity to cope with the traffic density where the phone is being used, each individual's wealth (or the impact of a monetary fine), and especially his/her willingness to risk being fined.

Support for the claim that individuals' riskiness or risk averseness might affect driving behavior comes from a study by Wattling (2014). As part of a correlational study which focused on driving while sleepy, Wattling collected data on a number of attributes which differ among individuals, including a personality characteristic known as risk averseness. The results showed a moderate negative correlation between risk averseness scores and driving while sleepy, meaning that people with high risk averseness scores were less likely to admit that they would drive while sleepy, compared to people with low risk averseness scores. Even though driving while sleepy can lead to far more serious consequences (i.e., a potentially serious accident) than driving while on the phone (i.e., being fined), it is likely that individual differences in risk averseness also affect their decision on whether or not to engage in distracted driving.

Another important factor which must be considered in connection with breaking bad habits comes from the fact that some people are more responsive to information about the negative effects or costs of bad habits (e.g., smoking leads to cancer), while others are more responsive to the benefits or gains that result from breaking bad habits (e.g., food tastes better if you don't smoke; going for a walk or hike is more enjoyable if breathing is not difficult). The phrases 'positive framing' and 'negative framing', respectively, are frequently used for describing habit changing messages that focus either on the positive consequences (i.e., the benefits) or on the negative consequences (i.e., the costs). A recent study by Bassett-Gunter, Martin Ginis and Latimer-Cheung (2013) examined the effects of message framing on individuals' tendency to engage in leisure time physical activity. These researchers exposed participants either to brief messages about the health costs that come from a life-style which does not include any physical activity, or to brief messages which focused on the health benefits resulting from engaging in leisure time physical activity. Before and after reading either a positively or negatively framed message, participants were asked to rate their intention to engage in leisure time physical activity in the future. The results showed clear evidence of differences between individuals, with some participants showing a greater change in their intention ratings after reading the positively framed messages, while others were much more responsive to the negative messages.

The foregoing two examples of research related to breaking bad habits is clearly incomplete; these examples scratch only the surface of all of the factors that must be considered by intervention methods designed to break bad habits. Moreover, neither of the research examples I have cited focused specifically on the 'inappropriate phone use' habit which can be seen with increasing frequency in our society. Nevertheless, these examples emphasize the fact that in order for any intervention method to be effective, it must be appropriately adapted to each individual's needs and personality. Perhaps more importantly, by illustrating the

many different factors that must be considered in connection with breaking bad habits, this brief survey of the research literature emphasizes that in connection with bad habits, the best strategy is not to acquire any in the first place.

References

- Bassett-Gunter, R. L., Martin Ginis, K. A., & Latimer-Cheung, A. E. (2013). Do you want the good news or the bad news? Gain- versus loss-framed messages following health risk information: The effects on leisure time physical activity beliefs and cognitions. *Health Psychology, 32*, 1188-1198. DOI: 10.1037/a0030126
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology, 6*, 293-323. DOI: 10.1016/0010-0285(74)90015-2
- Wattling, C. N. (2014). Sleepy driving and pulling over for a rest: Investigating individual factors that contribute to these driving behaviors. *Personality and Individual Differences, 56*, 105-110. DOI: 10.1016/j.paid.2013.08.031

A Brief Primer on APA Style

The APA (American Psychological Association) style consists of rules and conventions for formatting research reports, term papers, journal articles, books, etc., in the behavioral and social sciences. This brief guide tells you how to cite references in the APA style, both within the text of a paper and in a reference list, and gives examples of commonly used types of references.

When do you add an in-text citation or a reference?

- When you paraphrase someone else's idea (e.g., text, class notes, journal article), refer to the research method used in a published study, or refer to the findings from a published study, you must state/acknowledge the source (i.e., the journal article where you found the idea, which used the research method or reported the findings). For example, if you were to refer to an idea from the course text, you would be required to include the following citation at the end of the sentence (Weiten & McCann, 2016; Chapter 7).
- The purpose of the research essay is for you to **express everything in your own words**, not in the words of anyone else. For this reason, if you use the words of others -- if you quote the work of others -- you are NOT following the assignment guidelines and a substantial deduction will be applied to your essay grade.
- However, if your submitted work includes direct quotations from any source, including the course text, each of them must be properly acknowledged; each must be identified with beginning and ending quotation marks, and with a reference to the exact source from which the quotation was taken. To illustrate how this is done, consider the quotation in this sentence: It is important to remember that "learning how to learn is the ultimate survival tool" (Bjork & Bjork, 2011; p. 63). If you fail to provide quotation marks, you are plagiarizing and guilty of a serious offence -- academic misconduct.

How to add an in text citation and reference list using APA Style.

- After the sentence which includes the quotation or idea which you have stated, add a citation that refers the reader to the reference list.
- In the reference list, which must have the title References, references must be listed in alphabetical order. The reference list does not begin on a new page, and a DOI must be provided for each reference.
- If you are citing something you learned in class that does not appear in any of the readings, add a citation which is like the following, at the end of that sentence (Graf, 2015, in-class communication, September 21 2015 [cite the proper date when this communication occurred]). Class communications are not included in the reference list.
- Note that the first time you cite an article, you must include all authors' last names at the end of the sentence in which you refer to their work, like this (Lilienfeld, Lynn, Namy, Woolf, Cramer & Schmaltz, 2011). The next time you refer that same work, you only need to use the abbreviated version, like this (Lilienfeld, et al., 2011). Note that "et al." is not italicized in APA style.

Example reference entries in APA style

When you create a reference list in APA style, it must appear with the title References, and this title is centered on the page. Below are examples showing the proper formatting of the references. These references must be in alphabetical order by the family name of the first author. Note the positions of the spaces, periods and commas.

References

- Cho, K., Schunn, C. D., & Wilson, R. W. (2006). Validity and reliability of scaffolded peer assessment of writing from instructor and student perspectives. *Journal of Educational Psychology, 98*, 891-901. DOI: 10.1037/0022-0663.98.4.891
- Hanrahan, S. J., & Geoff I. (2001). Assessing self- and peer-assessment: The students' views. *Higher Education Research & Development, 20*, 53-70. DOI: 10.1080/07924360120043658.
- Hinds, P. J. (1999). The curse of expertise: The effects of expertise and debiasing methods on predictions of novice performance. *Journal of Experimental Psychology: Applied, 5*, 205-221. DOI: 10.1037/1076-898X.5.2.205
- Shrout, P. E., & Fleiss, J. L. (1979). Intra-class correlations: Uses in assessing rater reliability. *Psychological Bulletin, 86*, 420-428. DOI: 10.1037/0033-2909.86.2.420

Instructions for Peer Assessments - with Rubric

This document gives detailed instructions for how to evaluate and comment on the writing assignments of your peers. Study this document, and use it carefully and thoughtfully in conjunction with the scoring rubric, when evaluating and commenting on the written work of your peers. Your evaluations will be graded for quality and for strict adherence to this document and to the scoring rubric.

Peer evaluators are expected to grade and write comments which are completely consistent with the assignment description, with the instructions that follow and with the rubric for each assignment (included at the end of this document).

Instructions for Evaluation of Research Essays

CONTENT OF RESEARCH ESSAY

Aspect 1 - Introduction/Topic Background & Analysis: Does the research essay focus on one of assigned topics, and does the Introduction give relevant background information and comment on at least some the psychological issues, concepts, problems or methods which are raised by the selected research essay topic? (15 points)

Aspect 2 - Statement of Essay Focus: Does the Introduction include a clear statement which explains what and why the author selected a specific set of issues, concepts, problems or methods for more detailed examination in Part 2 (the Body) of the research essay? (5 points)

Aspect 3 - Structure/Coherence of Introduction: Are all parts of the Introduction meaningfully related to each other? Does the Introduction include any parts that are not clearly related to the essay topic? (5 points)

Aspect 4 - Essay Body: Does the Body focus on the issues, concepts, problems or methods which the author identified as the focus for the essay, and does it (the Body) give new insight or increase your understanding of any of these issues, concepts, methods or problems? [If the author failed to identify a clear focus, assess Aspect 4 according to whether the Body gives new insight into any topic related issues, concepts, etc.] (20 points)

Aspect 5 - Structure/coherence of Body: Are all parts of the body meaningfully, logically and interestingly related to each other? Does the Body include any parts that are not clearly related to each other? (10 points)

Aspect 6 - Informative Use of Peer Reviewed Research: Is the published research used effectively and informatively, that is, does it provide new insight or increase comprehension of (i.e., tell you something you did not know previously) one or more of the issues addressed by the research essay? For each published research article, the essay ought to indicate precisely how it is relevant to the topic under discussion. Your job is to assess whether the cited research is appropriate. (10 points)

Aspect 7 - Conclusion: Does the research essay include a conclusion which clearly connects the Introduction and the Body, and which clearly states how the published research has helped the author gain a deeper understanding of at least some aspects of the essay topic? (10 points)

Aspect 8 - Limitations: In the Conclusion section, does the research essay identify specific limitations (e.g., in the published research, in our current understanding of the topic) that must be considered before we make sweeping assertions about the research essay topic? Does it discuss the impact of this/these limitation(s)? (5 points)

Aspect 9 - Number of Articles: Does the research essay refer to between 3 and 5 (no fewer; no more) published peer reviewed psychology research articles, without any references to any other sources? [If you are unsure whether an article is from a psychology journal, look it up.] (5 points)

Aspect 10 - Professional & Writing Skills: Are all parts of the essay free of errors/typos, free of grammatical errors, free of punctuation errors, and free of inappropriate uses of words (i.e., poorly chosen words)? (5 points)

ADHERENCE TO APA FORMAT

Aspect 11 - Format of references: Are all parts of the references & of in-text citations precisely consistent with the APA format? (5 points)

FORMAT/ARRANGEMENT OF THE RESEARCH ESSAY

Aspect 12 - Format of Essay: Are all parts of the submitted document formatted and arranged according to the assignment description and precisely as illustrated by the example essay? (5 points)

COMMENT ON SUMMARY OF RESEARCH REPORTS

Aspect 13 - Critical constructive comment on the Research Essay: What is one thing about this essay which ought to be improved or clarified? Write a critical, constructive comment which gives effective guidance to the author on what part(s) would benefit from a revision and explain (make a specific suggestion about how the revision might be done. (25 words min, 100 words max).

What is a Critical Constructive Comment: A critical constructive comment consists of one or more sentences which identifies a shortcoming (e.g., something that is not adequately explained, not logically connected or integrated with other parts of the report, poorly illustrated, not correctly interpreted, a poorly chosen reference) AND which suggests a specific option or means by which this shortcoming could be remedied.

Essay Scoring Rubric

Aspect 1 - Topic Background & Analysis: Does the research essay focus on one of assigned topics, does it give relevant background information and comment on at least some the psychological issues, concepts, problems or methods which are raised by the selected research essay topic? (15 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|---|---|--|
| The Introduction gives an excellent, informative & interesting description of several issues, concepts, problems or method concerns that are relevant to the essay topic. | The Introduction gives a clear/informative description of a few (2 or 3) issues, concepts, problems or method concerns that are relevant to the essay topic. | The Introduction gives a clear/informative description of at least one (1) major issue, concept, problem or method concern that is relevant to the essay topic. | The Introduction lists / mentions at least one or more issues relevant to the essay topic, but without clearly describing them or their relevance to the topic. | The Introduction fails to list even one topic related issue, concept, etc, or it lists at least one but gives no insight into how it is relevant to the topic. |

Aspect 2 - Statement of Essay Focus: Does the Introduction include a clear statement which explains what and why the author selected a specific set of issues, concepts, problems or methods for more detailed examination in Part 2 (the Body) of the research essay? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|---|--|---|
| The Introduction includes an excellent, clear & informative statement to explain the author's focus on (what & why) a specific issue or set of issues in the body of the essay. | The Introduction includes a good & informative statement to explain the author's focus on (what & why) a specific issue or set of issues in the body of the essay. | The Introduction clearly identifies (explicitly states) what issue or set of issues are examined in the body of the essay, but it gives no reasons for (does not explain) why this choice was made. | The Introduction does not include an explicit statement of the issue or set of issues examined in the body of the essay (& of course it fails to state why it/they were chosen). | The Introduction fails to give any sort of indication of what will be discussed in the body of the essay. |

Aspect 3 - Coherence of Introduction: Are all parts of the Introduction meaningfully related to each other? Does the Introduction include any parts that are not clearly related to the essay topic? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|---|--|---|
| All parts of the Introduction are clearly, meaningfully & strongly connected with each other, are arranged in a logical and interesting/thought-provoking manner, & there is nothing which does not pertain to the essay topic. | All parts of the Introduction are clearly & strongly connected, arranged in a logical & meaningful -- though not particularly interesting -- manner, & there is nothing which does not pertain to the essay topic. | Most parts of the Introduction 'hang together', ie are arranged in a meaningful, logical manner but the connection among them could be clearer (is somewhat difficult to figure out); there is nothing which is not pertinent to the essay topic. | The Introduction consists of sentences connected with the essay topic, but they do not appear to 'hang together' (i.e. it is difficult to figure out how they are arranged), & there are parts which seem not to pertain to the essay topic. | The Introduction lacks a clear focus; sentences are not connected or are poorly connected with each other, & some sentences seem entirely unrelated to the essay topic. |

Aspect 4 - Essay Body: Does the Body focus on the psychological issues, concepts, problems or methods which the author identified as the focus for the essay, and does it (the Body) give new insight or increase your understanding of any of these issues, concepts, methods or problems? [If the author failed to identify a clear focus, assess Aspect 4 according to whether the Body gives new insight into any topic related issues, concepts, etc.] (20 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|---|--|--|--|
| The essay Body focuses on one or more of the issues, concepts, problems or method concerns that were identified in the Intro, it uses research and/or to observations to give new insights into | The Body focuses on one or more of the issues, concepts, problems or method concerns that were identified in the Intro, it comments on this issue, concept or | Essay Body focuses on at least one of the issues, concepts, problems or method concerns from the Intro, it comments on this issue, concept or problem & connects | The essay Body mentions at least one of the issues, concepts, problems or method concerns that were identified in the Intro or clearly relevant to the topic, and it | The essay Body fails to identify and discuss any issues, concepts, problems or method concerns that are topic relevant, or their relevance is not clear; |

| | | | | |
|--|--|--|---|---|
| them, & it clearly increases understanding of the topic. | problem & connects it to research and/or to observations, & thereby somewhat increases understanding of the topic. | it to research and/or to observations, though without substantially increasing understanding of the topic. | makes one or more connections with existing research, though this/these connection(s) may not be informative. | also they (issues, concepts, etc.) are not linked to research in a manner that serves to increase understanding of the topic. |
|--|--|--|---|---|

Aspect 5 - Coherence of Body: Are all parts of the body meaningfully, logically and interestingly related to each other? Does the Body include any parts that are not clearly related to each other? (10 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|---|---|---|---|
| All parts (sentences & paragraphs) of the essay Body are clearly, meaningfully & strongly connected with each other, are arranged in a logical and interesting, thought-provoking manner, & there is nothing which does not pertain to the essay topic. | All parts (sentences & paragraphs) of the essay Body are clearly, meaningfully & strongly connected, arranged in a logical & meaningful -- though not particularly interesting -- manner, & there is nothing which does not pertain to the essay topic. | Most parts of the Body 'hang together', i.e. are arranged in a meaningful, logical manner, though the connections among sentences and/or paragraphs could be clearer (is somewhat difficult to figure out); there is nothing which does not seem to pertain to the essay topic. | The essay Body consists of a set of sentences & paragraphs that are connected with the essay topic, but they do not appear to 'hang together' (i.e. it is difficult to figure out how they are arranged), & there are parts which seem not to pertain to the essay topic. | The essay Body lacks a clear focus; sentences/paragraphs are not connected or are poorly connected with each other, & some sentences/paragraphs seem entirely unrelated to the essay topic. |

Aspect 6 - Informative Use of Peer Reviewed Research: Is the published research used effectively and informatively; does it provide new insight or increase comprehension of (i.e., tell you something you did not know previously) one or more of the issues addressed by the research essay? For each published research article, the essay ought to indicate precisely how it is relevant to the topic under discussion. Your job is to assess whether the cited research is appropriate. (10 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|---|---|--|---|
| The essay uses clearly relevant peer reviewed research from psychology in an effective & creative manner; it clearly states how the research is relevant to the topic & uses it to give new insight into the topic. | The essay uses peer reviewed psychology research, states how it is relevant to the topic, & uses it to give at least one or a few new insights into the topic. Research use is not exceptionally creative or effective. | The essay uses peer reviewed psychology research & states its relevance to the topic, but references give few (if any) insight into the topic & are used primarily to support theoretical claims or observations. | The essay refers to peer reviewed psychology research, & this research appears to be relevant to a topic under discussion. However, the references to research are vague & give no new insight into the topic. | The essay refers to peer reviewed research but without explaining its relevance or giving new insight into the topic (i.e., nothing would change if references were omitted); essay does not refer to peer reviewed research. |

Aspect 7 - Conclusion: Does the research essay include a conclusion which clearly connects the Introduction and the Body, and which clearly states how the published research has helped the author to gain a deeper understanding of at least some aspects of the essay topic? (10 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|--|--|--|---|---|
| The Conclusion clearly connects everything (issues, concepts, etc. raised in the Introduction & addressed in the Body), clearly highlights deeper topic understanding that has been achieved, & provides an interesting wrap-up. | The essay Conclusion connects issues, concepts, etc. from the Introduction & from the Body, identifies new insights that have been achieved, and includes a wrap-up statement. | The Conclusion highlights new learning that has been achieved (i.e., the gains in topic understanding), but without making explicit connections with the issues, concepts, etc. raised in the Introduction or addressed in the Body. | The Conclusion summarizes what has been addressed in the Body, without indicating how this has advanced understanding of the topic, without making connections with other parts of the essay. | The essay does not have a clear Conclusion section, or the Conclusion does not identify anything new that has been learned about the topic, or the Conclusion does not clearly advance the topic understanding given in the Introduction. |

Aspect 8- Limitations: In the Conclusion section, does the research essay identify specific limitations (e.g., in the published research, in our current understanding of the topic) that must be considered before we make sweeping assertions about the research essay topic? Does it discuss the impact of this/these limitation(s)? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|--|--|---|
| The Conclusion clearly identifies & discusses at least one specific limitation (e.g., in the published research; in our understanding of the topic) to be considered before making definitive statements about the topic; it considers the impact of this limitation. | The Conclusion clearly identifies (but does not discuss) at least one specific limitation (e.g., in the published research; in our understanding of the topic) to be considered before making definitive claims about the topic; it consider the impact of limitation. | The essay Conclusion identifies at least one limitations (e.g., in the published research; in our understanding of the topic) that must be considered before we make definitive statements about the topic; nature of limitation(s) is vague & impact remains unclear. | The essay Conclusion mentions (wo defining) limitations (e.g., in the published research; in our understanding of the topic) that must be considered before we make definitive statements about the topic; it does not consider the impact of this limitation. | The essay Conclusion does not identify limitations (e.g., in the published research; in our understanding of the topic) that must be considered before we make definitive statements about the topic. |

Aspect 9 - Number of Articles: Does the research essay refer to between 3 and 5 (no fewer; no more) published peer reviewed psychology research articles, without any references to any other sources? [If you are unsure whether an article is from a psychology journal, look it up.] (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|--|---|--|--|--|
| The essay refers to between 3 to 5 peer reviewed research articles from Psychology & there are no references to any other sources. | The essay refers to more than 5 peer reviewed research articles from Psychology & there are no references to any other sources. | The essay refers to between 3 and 5 peer reviewed research articles from Psychology & there are references to other sources. | The essay refers to only 1 or 2 peer reviewed research article(s) from Psychology & there are references to other sources. | The essay does not refer to any peer reviewed research articles from Psychology, but refers to other sources, or references are missing. |

Aspect 10- Professional & Writing Skills: Are all parts of the essay free of errors/typos, free of grammatical errors, free of punctuation errors, and free of inappropriate uses of words (i.e., poorly chosen words)? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|---|---|---|
| All parts of the essay are meticulous: completely free of errors/typos, free of grammatical errors, free of punctuation errors, & free of words that are poorly chosen. | The essay has a maximum of 1 or 2 errors/typos, there are no grammatical and/or punctuation errors, & there are no concerns about poorly chosen words. | The essay has a few (3 to 5) errors/typos, a few minor grammatical and/or punctuation errors & a few words that should have been chosen more carefully. | The essay has several (5 to 8) errors/typos, several grammatical and/or punctuation errors, & several words should have been chosen more carefully. | The essay has lots of errors/typos, lots of grammatical and/or punctuation errors, & lots of words that should have been chosen more carefully. |

Aspect 11 Format of references: Are all parts of the references & of in-text citations precisely consistent with the APA format? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|--|--|---|--|
| Absolutely every part of the references & in-text citations adheres to the APA format (exactly as illustrated in the example included in the syllabus); no additional information is included in the reference section. | Every part of the references & in-text citations adheres to the APA format, with 1 or 2 truly minor exceptions (e.g., a missing or a wrong punctuation marks); no additional information is included in the reference section. | The references & in-text citations include all parts required by the APA format, but there several (3 to 5) clear errors (eg, in punctuation, use of italics, first names instead of initials, typos); no additional information is included in the reference section. | One part or two parts of the references and/or of the in-text citations are clearly wrong or missing (e.g., author name, journal name, volume, page number), format is wrong, additional info is provided (e.g., retrieved from ...). | More than two parts of the references &/or in-text citations are missing or wrong. Assign this rating also for essays that do not include a reference section or that do not refer to articles from peer reviewed psychology journals. |

Aspect 12 - Format of Essay: Are all parts of the submitted document formatted and arranged according to the assignment description and precisely as illustrated by the attached example essay? (5 points)

| 5 (Perfect/Excellent = it cannot be improved) | 4 (Very Good/Above Average = better than expected) | 3 (Average = what is expected from every student) | 2 (Below Average = lower than expected) | 1 (Poor = Few if any standards have been met) |
|---|---|---|---|---|
| Absolutely every part of the essay is formatted & arranged precisely as illustrated by the example in the syllabus. | All but one minor part of the submission is formatted & arranged precisely as illustrated by the example in the syllabus. | Two or more minor parts of the submission are not formatted & arranged as illustrated by the example in the syllabus. | The format or arrangement of the submission differs from the example in a major obvious way (e.g., wrong spacing or indentation). | The format and/or arrangement of the submission differs from the example in two or more major ways. |