

PY210L-01 Introduction to Experimental Psychology

Laboratory Class

University of Guam
Fanuchanan (Fall) 2024

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Office: HSS 216B
Office Hours:
TTh 14:00 – 16:00, F – 12:00 – 2:00

Class Time: TTh 11 – 12:30
Class location: HSS 101

Course Description

This course provides an intensive overview of experimental psychology, providing a description, explanation and interpretation of a number of domains in the experimental psychology of human and animal behavior and mental life. The course will cover Fundamentals of Research including Explanation in Scientific Psychology, Research Techniques: Observation and Correlations, Research Techniques: Experiments, Ethics in Psychological Research, and How to Read and Write Research Reports. It will proceed to investigate Principles and Practices of Experimental Psychology including Psychophysics, Perception, Attention and Reaction Time, Learning and Conditioning, Remembering and Forgetting, Thinking and Problem-Solving, Individual Differences and Development, Social Psychology, Environmental Psychology, and Human Factors.

Required Reading

Experimental Psychology
By Ann Myers, Christine Hansen
7th Edition (2011)
Publisher: Cengage

Beins, B. (2012). *APA Style Simplified*. Wiley-Blackwell

Bem, D. (2002). Writing the Empirical Journal Article.

The companion class (PY210) must be taken concurrently.

Evaluation Methods

Your final grade will be calculated as follows:

- 5% - Development of research proposal
- 20% - Writing the introduction section and proper argumentation
- 25% - Construcing an experimental design
- 25% - Applying statistics and analyzing results
- 15% - Extracting meaningful conclusion
- 10% - Proper presentation of academic reports

Evaluation Rubric

	1 Does not meet standards	2 Approaching standards	3 Meets standards	4 Occasionally exceeds standards	5 Exceeds standards
Introduction			<p>Theoretical framework fits the research problem</p> <p>Literature Review is sufficient and covers most relevant material</p> <p>Research questions are clear</p> <p>Hypotheses are correctly stated</p> <p>The connection of the research questions and hypotheses to the literature reviewed is good</p>		
Method			<p>Method section is clearly written, and all the key elements of the methods are present</p> <p>Conceptual and operational definitions of the variables are provided</p> <p>Justification for the choice of sampling method and sample size is provided</p> <p>Provided a clear account of the experimental procedure</p>		

			<p>Extraneous variables are correctly identified and addressed</p> <p>Articulation of the ethics process is provided</p> <p>Planned statistical analysis correctly corresponds to the research design</p>		
Results			<p>Includes all pertinent descriptive statistics; inferential statistics include t/f/z scores, as well as p-value, and effect size</p> <p>Provides appropriate interpretation: Uses measures and statistics appropriate for the design of the study</p>		
Discussion			<p>Provides theoretical and practical implications of the study's findings: clear contribution to theory and practical recommendations within the limits of the study's findings</p> <p>Provides an insightful discussion with sufficient and clear integration and synthesis of findings with the support of literature</p> <p>Discussions of the theoretical and methodological limitations of the</p>		

			<p>study are clear, concise, and rational</p> <p>Recommendations are useful for future studies</p>		
Quality of Writing			<p>The proposal is formatted reasonably well according to APA formatting guidelines</p> <p>References are complete and in correct APA format</p> <p>In-text citations are accurate, correctly cited, and included in the reference page according to APA standards</p> <p>The writing flows relatively well across sections and within sections</p> <p>Grammar, punctuation, and spelling is mostly correct</p> <p>Evidence of proofreading present</p>		
Total					

PEER EVALUATIONS FOR RESEARCH PROJECT

Instead of the usual peer evaluations where a certain % of the score will be allotted for the scores, the group grade will instead be weighted according to the ratings of each member. The goal of calculating a weighted score is to provide a way of integrating individual contribution in a fairer manner. The process follows the following calculation:

1. Calculate the average peer evals score for the group. The average score will serve as the standard with which each individual score will be compared to. Furthermore, this will standardize the score and avoid inflated or deflated estimations of contribution

2. Divide the individual peer eval score of each student by the average. This will calculate the contribution of the student relative to the average performance. So a student who gets a ratio of 1.3 means the student did 30% more compared to the average of the group

3. This ratio will then be used as a weight to qualify the group grade. The portion of the grade to be weighted will be negotiated with the class. For example, if the portion is 50%, 50% of the final grade will be based on the original score, and the other 50% will be weighted.

a. As an exemplar, let's say a group got a grade of 80. If an individual student got a ratio of 1.25, and the portion to be weighted is 75%, then 25% of the final grade will be based on the original score ($.25 * 80 = 20$), **while 75% of the grade will be weighted ($.75 * 80 * 1.25 = 76$)**. The final score then will be equal to $20 + 76 = 96$

Numerical scores will be converted to letter grades based on the following percentages:

- A: 90 – 100%
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: 59% and below

Class Attendance and Participation: As attendance and participation is worth 20% of the final grade, I encourage students to attend each class and to actively participate in class discussions. You will receive credit each time you are present in class and participate in class/online activities. You are permitted to miss two (2) classes for illness and other emergencies without losing points.

Class Guidelines

Use of Cell Phones in Class

Students are required to turn off all cell phones during class time (including both ringer and vibrate modes), unless permission is granted by the course instructor to use phones in class. Students should also refrain from texting during class time. Students with special circumstances may request permission from the course instructor to leave their phone on during class. Special circumstances may include emergencies, family illness, child care, and other personal concerns requiring that the student be contacted during class time.

University of Guam Policies

No Recording Policy

Recording of online class meetings is not allowed in this course. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Therefore, unauthorized recording and distribution of online courses will not be permitted.

Communication Policy

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

ADA Accommodation Services

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation need confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or uogdss@triton.uog.edu to coordinate your accommodation request.

EEO/ADA & Title IX Office

The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to Mr. Larry Gamboa, Acting EEO Director at the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

Plagiarism Policy

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

UOG Writing Center

If you need assistance with writing for this course, please contact UOG’s Writing Center. The University of Guam’s Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run *by* students *for* students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.

Tobacco-Free/Smoke-Free Policy

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

Mindfulness Rooms

The College of Liberal Arts and Social Sciences has set up two mindfulness rooms for students to practice meditation, yoga, and other mindfulness activities. The rooms are located in HSS 308 and EC 110. Please feel free to visit either of these rooms any time Monday through Friday, 8 am to 5 pm.

Student Evaluation of Faculty Information

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation. If you experience login issues, please refer inquiries to OIT staff to assist at 735-2630/40.

Overview of Student Learning Outcomes (SLOs)

PY210L1 Course Student Learning Outcomes (SLOs)

Students successfully completing this course should demonstrate the following:

- 1) Knowledge of the key concepts related to methods of experimentation in psychology.
- 2) Knowledge of the various experimental theories in psychology and their applications in various applied studies – these are listed in the above course description.
- 3) Knowledge of a variety of strategies used in the study of human cognition, emotion, and behavior.
- 4) Identify and describe recent theoretical developments in the field of the psychology of experimental psychology and their potential applications.

Psychology Program Student Learning Outcomes (PLOs)

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology;
- 2) Acquired and can appropriately apply knowledge of psychological research skills;
- 3) Acquired and can appropriately apply critical thinking skills in Psychology;
- 4) Developed competence in making appropriate applications of Psychology;
- 5) Acquired and can appropriately apply the values of Psychology;
- 6) Developed competence in information and technology literacy;
- 7) Developed competence in communication skills;
- 8) Acquired and can appropriately apply sociocultural and international awareness;
- 9) Acquired effective personal development skills;
- 10) Acquired knowledge and competence in career planning and development.

Institutional Student Learning Outcomes (ISLOs)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

**Alignment of PY210L1 Course Assignments with
 PY210L1 Course Student Learning Outcomes (SLOs),
 Psychology Program Student Learning Outcomes (PLOs),
 and Institutional Student Learning Outcomes (ISLOs)**

PY210L1 Course Assignments	PY210L1 Course Student Learning Outcomes (SLOs)	Psychology Program Student Learning Outcomes (PLOs)	Institutional Student Learning Outcomes (ISLOs)
1. Research Project	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7