Psychology 317
Literature Review
&
Psychology 499
Senior Presentation

Dr. Ayesha Shaikh

Whittier College

Spring 2008
PSYC 317: LITERATURE REVIEW & PSYC 499: SENIOR PRESENTATION

Dr. Ayesha Shaikh

Class Time: T/Th: 11:00 – 12:20 PM
Class Room: SCI 204
Phone: 907-4200 ext. 4475 (office) or (562) 698-4870 (home; 10am to 10pm)
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Office Hours: M 1:30-3:30, Tu 4:30-5:30, Th 10-11, & by appointment
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COURSE GOALS: Bibliographic instruction and writing experience are emphasized throughout the entire psychology curriculum, and this course, Literature Review, is a keystone course for that curriculum. When you have finished the course, you should be able to:

- identify an appropriate and viable topic for a literature review paper;
- conduct a comprehensive and exhaustive literature search for relevant scholarly empirical journal articles (i.e., primary sources);
- compose a list of recent, relevant primary-source references using appropriate APA (5th Ed.) format;
- critically read and accurately interpret scholarly empirical research;
- compare and contrast multiple scholarly empirical studies regarding the theories, methods, and findings relevant to the studies;
- organize and synthesize a body of literature according to the relevant theories, methods, and findings;
- create an outline for a literature review paper using appropriate APA (5th Ed.) format for headings and subheadings;
- write and revise a full-length critical analysis and review of 35-50 peer-reviewed empirical research articles (i.e., primary sources) using appropriate APA (5th Ed.) style; and
- communicate your findings to the campus community using a PowerPoint presentation.

PREREQUISITES: Literature Review builds upon research skills and analyses learned in PSYC 212, Experimental Psychology, and PSYC 314, Statistics. Therefore, both are prerequisites to Literature Review (i.e., may NOT be taken concurrently with Literature Review). You must also have at least junior standing to enroll.

NATURE OF THE COURSE: The course is a seminar involving reading, discussion, and systematic written assignments designed to give experience in (a) conducting library searches, (b) evaluating research topics, (c) analyzing and integrating research, (d) presenting reviews orally and in writing, and (e) peer reviewing one another’s work. The assignments culminate in a major literature review paper and presentation. You must take PSYC 317 and PSYC 499 concurrently.

SPECIAL ACCOMMODATIONS: Students who are eligible for special accommodations should confirm with Disability Services that Professor Shaikh has received appropriate notification. Eligible students should contact Professor Shaikh (via phone, email, office hours or before/after class) to arrange for accommodations. Out of respect for students’ privacy, Professor Shaikh will not contact or approach eligible students regarding special accommodations, even after she has been notified by Disability Services.
COURSE REQUIREMENTS

(a) Class participation is essential since the class will be conducted as a seminar and it usually meets only once a week. Students are expected to do the readings and writing assignments ahead of time and be well prepared to contribute to class discussions. Students will make an oral presentation about their review paper to the class at the end of the semester.

(b) Written assignments will be due every week. They must be handed in on time, since they will be discussed individually in class on the due date. Be prepared to present orally the contents of every written assignment. Keep a copy (on paper and in a computer file) of all assignments that you hand in so that you will have the information available to develop and revise during the following week. Instructions for the written assignments are described below.

(c) Presentation of your review will satisfy the Communications IV (Senior Presentation) requirement of the Liberal Education Curriculum. You will be completing the presentation of your literature review in satisfaction of the concurrently enrolled course, PSYC 499 (1 credit). To meet this requirement, you will be making a public PowerPoint presentation of your literature review at the end of the semester. This is an important component of the course, and will be assigned points as described below.

(d) Grading policies for PSYC 317 are as follows. Each day’s prepared attendance will count up to 2 points. Each written assignment (except #s 9 and 11) will count up to 10 points. The First Draft (#9) will count 40 points for the entire draft. It is essential that this draft be complete so that you will have the benefit of feedback on all sections of the paper. If sections of the first full draft are missing, points will be deducted. The Second Draft (#11) will count 100 points. The written assignments will count towards the grade that you receive in PSYC 317 (3 credit course). Written assignments, or parts of written assignments received after the due date (except the Second Draft) will be eligible for half credit only, and no written assignments will be accepted for points if turned in one week or more past the due date (e.g., Assignment 1 is due on Tuesday, Feb. 12, so it must be turned in during class on Feb. 12 to be eligible for full credit or by Monday, Feb. 18 to be eligible for ½ credit. If turned in on or after Tuesday, Feb. 19, it will receive NO credit). Late Second Drafts will be penalized for each day that they are late. The First and Second Drafts of the full review will be graded only after all other previous assignments (1 through 8) have been completed, whether or not the previous assignments are eligible for points at the time they are submitted.

(e) Grading policies for PSYC 499 are as follows: the first draft of the presentation will count 25 points, and the final presentation will count 75 points. The presentation grades will count toward the grade you receive in PSYC 499 (1 credit course). There is no grace period for assignments related to the presentation, so you must complete them on the date that they are due to receive credit. Failure to complete the presentation will result in a failing grade for the Senior Presentation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment: All Assignments due during class on Thursdays unless noted</th>
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<tr>
<td>Feb 7</td>
<td>Introduction&lt;br&gt;Selecting topics&lt;br&gt;Tour of Library</td>
<td>Study Annual Reviews and other sources&lt;br&gt;Reading: pages 7-8 and Chapter 4</td>
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<tr>
<td>Feb 12 &amp; 14</td>
<td>Review Articles&lt;br&gt;Search strategies&lt;br&gt;Understanding theories and methods</td>
<td>#1 Initial topic and checklist of sources used in selecting topic (due 2/12)&lt;br&gt;#2 Outline of Psychological Bulletin article (due 2/14)&lt;br&gt;Reading: pages 78-122; 207-214, 289-290</td>
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<tr>
<td>Feb 19 &amp; 21</td>
<td>Reviewing sources&lt;br&gt;(meet in Instructional Lab Feb 21)</td>
<td>#3 Journal Analysis I: Comparing Theories and Methods&lt;br&gt;Reading: Chapter 2</td>
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<tr>
<td>Feb 26 &amp; 28</td>
<td>Exploring libraries&lt;br&gt;Additional sources</td>
<td>#4 Long checklist and notes on all sources checked and references found in each source (due 2/26)&lt;br&gt;FIELD TRIP TO UCLA LIBRARY on Saturday, March 1 at 9:00am</td>
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<tr>
<td>Mar 4 &amp; 6</td>
<td>Outlines</td>
<td>#5 Finalized topic and initial alphabetized bibliography</td>
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<tr>
<td>Mar 11 &amp; 13</td>
<td>Understanding results&lt;br&gt;Introducing the presentation</td>
<td>#6 Initial outline with bibliography; draft of one section</td>
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<tr>
<td>Mar 18 &amp; 20</td>
<td>Writing and referencing:&lt;br&gt;APA style&lt;br&gt;Structuring the presentation</td>
<td>#7 Journal Analysis II: Comparing results and identifying needed research&lt;br&gt;Reading: pages 9-17; 284-299</td>
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<td>Mar 25 &amp; 27</td>
<td>Editing, rewriting, &amp; peer review&lt;br&gt;Review</td>
<td>#8 Detailed outline citing key references; draft of second section (3 copies)</td>
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<tr>
<td>Apr 8 &amp; 10</td>
<td>Work on first draft&lt;br&gt;Refining your presentation</td>
<td>No assignment due</td>
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<td>Apr 15 &amp; 17</td>
<td>Exchange drafts for comments</td>
<td>2 copies of First Draft of Literature Review due Thursday, April 17</td>
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<tr>
<td>Apr 22 &amp; 24</td>
<td>Revising your papers</td>
<td>First Draft of Presentation and Script due Thursday, April 24</td>
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<td>Apr 29 &amp; May 1</td>
<td>Revising your presentations</td>
<td>#10 Critiques of a student’s papers (2 copies of critique:1 for me and 1 for author)</td>
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<tr>
<td>May 6 &amp; 8</td>
<td>Oral presentations- practice run</td>
<td>#11 Second Draft (one copy inside your portfolio) &amp; portfolio due Thursday, May 8</td>
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<tr>
<td>May 13 &amp; 16</td>
<td>Oral presentations - practice run&lt;br&gt;Oral presentations - public</td>
<td>Public presentations will be on Friday, May 16th 3:30-6:30pm in Science 208</td>
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INSTRUCTIONS FOR WRITING ASSIGNMENTS

The Psychology Department believes that all students should be skilled in using computers, both for statistical analyses (e.g., PSYC 314) and for writing. Therefore, all written assignments in this course must be written on a computer. You will have an easier time editing and revising your work, which is essential for good writing, as well as making backup copies on paper and in computer files so that you will not lose valuable time and information. You may use any computer to which you will have access throughout the semester. PCs and Macintosh computers are available in the Center for Academic Success, the Computer Center, the library, and in various other locations.

We no longer accept the excuse for a late paper, “The computer ate my disk/file” or “My printer was out of ink.” Learn how to save your work on separate disks and on computer space that the Computer Center might set up for you. **When you are using a computer, get into the habit of periodically saving your work in case the system crashes.** When you end a short session (or periodically in a long session), print out a copy of your work so far, and also save a backup copy on another disk. The next time you work on the same file, save it under a different name (e.g., Outline 1, Outline 1a,) in case something happens to the file itself. That way, you still have the previous version. While this takes up more disk space, the time you might save is more valuable than the cost of another disk. Don’t wait until the last minute to print out your work, and do not rely on emailing work for later printing (the email system being down is also not a valid excuse for late work).

All written assignments MUST be in standard APA (Fifth ed.) manuscript style, with **1-inch margins** on the top, bottom, and both sides. **Do not block-justify the text**, that is, left justify, but allow the right margin to remain "jagged." Pages should be **numbered** in the upper right-hand corner (1/2 inch from the top and 1 inch from the right side of the page). Use **double spacing throughout**. **Do not skip lines between paragraphs or insert extra lines between sections of paper.** Staple the pages in the upper left corner **before** you come to class. **DO NOT USE A REPORT COVER** and do not include any blank pages. All citations and bibliographic references must be written in APA (Fifth ed.) style. These rules may sound rigid, but they are the same rules used by all APA journals and by most graduate courses in psychology. These rules are increasingly becoming standard in many other fields as well.

Each written assignment should have a title page. **The First Draft and Second Draft of your Literature Review Paper should use the APA format for title pages.** All other assignments should have (a) the assignment number and description of the assignment centered and double-spaced on the title page, followed by (b) the name of your topic, (c) your name, (d) the name of the course, and (e) the date the assignment is due. For example:

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Assignment #1: Initial Topic and Checklist of Sources
[Your Initial Topic, e.g., Development of Prejudice]
[Your Name, e.g., Ayesha Shaikh]
Psychology 317: Literature Review
February 12, 2008
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Criteria for grading all assignments will include (a) thoroughness in completing the assignment, (b) understanding of the relevant theoretical and methodological issues, and (c) writing style and attention to form, including APA writing, citation, and referencing style. Specific instructions for each assignment are included in this packet.

PORTFOLIO OF WRITING ASSIGNMENTS

Throughout the course, you will be collecting mounds and mounds of material, including first and further drafts of various documents, lists and lists of references both handwritten and computer generated, various stages of bibliographies, note cards, copies of articles, and completed assignments with instructor feedback, not to mention the last draft of your final paper. All this stuff -- everything you write in this course, along with everything that other people write about your writing -- needs to be carefully and neatly kept in a portfolio that will be turned in at the end of the course. Keep it organized, starting now!
CRITERIA FOR EVALUATING LITERATURE REVIEW PAPERS

The following kinds of criteria will be used when grading drafts of papers. You should consider these criteria when writing drafts of your paper and use them as guides for making written comments on your colleagues’ drafts. Write comments directly on your colleagues’ papers, marking where they apply, and also write up a summary sheet of comments. This summary should address the following sorts of questions, both with general evaluative comments and with page numbers of specific examples where appropriate. Mention the strengths of the paper, and point out weaknesses even if you cannot quite say why sections are weak. This summary of comments for literature reviews will be at least one page long, and shorter for sections.

I. Selection of topic and appropriate references
   a. Is the scope of the topic appropriate, given the amount of literature available and the number and types of references found, or should the topic have been narrower or broader? From the opposite perspective, are there sufficient references cited, given the scope of the topic and size of the paper?
   b. Is there an appropriate mix of journals vs. books, and review vs. research reports? Is there an over-reliance on secondary sources? Are the sources scholarly as opposed to popular or unsystematic or unscientific?
   c. Are there sufficient recent sources to make the review up-to-date, or is there an over-reliance on dated materials? On the other hand, are classic studies (if applicable and available) included as well as recent works?

II. Adequacy of the introduction and definition of key concepts
   a. Is the topic (or key issue) of the paper stated clearly and appropriately? (review V below)
   b. Is the importance of the topic indicated in an appropriate manner (e.g., in terms of incidence, prior research, or social problem)?
   c. Are the major terms of the topic or key issues defined sufficiently with appropriate references cited (cf. III below)
   d. Is the reader introduced to the major sections of the paper (i.e., major headings) to follow? (see IV and VII below)

III. Adequacy of reporting of theories, findings, and sources
   a. Are relevant theories cited and explained adequately with concepts defined sufficiently so that the reader can understand them?
   b. Are studies described in enough detail (hypotheses, methods, results, and conclusions) so that their relationship to other studies and to theoretical and methodological issues can be understood by the reader?
   c. Is it clear whether each general statement is a hypothesis, a result of a specific study, or a general conclusion, and what it is based on?
   d. Is it clear whose ideas are being presented – the writer of the paper or a source that is cited, and which source?
   e. Are quotation marks used appropriately? Is quoting used when paraphrasing is more appropriate?
   f. Are the references in the text made in an appropriate format, is the format of the reference list appropriate, and are the two consistent (i.e., names and years match, all sources cited in the text are listed in the References and all the References are cited in the paper)?
   g. Is it clear when a source is cited from a secondary source? Are such instances rare after the review has a solid foundation?
IV. Integration and organization of materials  
   a. Are definitions from various authors combined in an appropriate and logical manner?  
   b. Are differing theories organized in an appropriate manner?  
   c. Are differing studies grouped together, compared, and contrasted in appropriate ways?  
   d. Are theories or hypotheses appropriately related to particular studies or to groups of studies?  
   e. Is the historical and logical interplay of various theoretical and methodological developments in a line of research clear to the reader?  
   f. Is the organization of the overall paper appropriate, clear, and logical?  
   g. Is the organization of each section of the paper appropriate, clear, and logical?  

V. Identification of issues  
   a. Are issues raised and addressed concerning the conceptual and operational definitions of key terms? Is the degree of agreement among theorists and among researchers on definitions discussed sufficiently and appropriately?  
   b. Are issues raised about the adequacy of the theories cited?  
   c. Are the hypotheses and issues tested by the studies clear, and are the implications of the studies’ findings for the theoretical issues clear?  
   d. Are methodological issues raised about the adequacy of the studies cited? Are the criticisms related to single studies or to groups of studies in an appropriate manner?  
   e. Are all issues raised addressed in terms of theories and studies cited or future research that needs to be done?  

VI. Adequacy of summary of current state of the literature  
   a. Is there an adequate summary of the unresolved theoretical and methodological issues?  
   b. Is there an adequate discussion of future research needs? Are specific issues, variables, populations, hypotheses, etc. mentioned as opposed to a vague call for more research?  

VII. Writing style and mechanics  
   a. Does the paper tell a coherent story that sticks closely and revolves around obvious themes?  
   b. Is the paper well organized? (See IV above.) Are headings and transitions and warnings to the reader (of headings and subheadings to follow) used appropriately to make the organization clear to the reader and to make the paper flow logically?  
   c. Is the writing clear? (see III above.) Are details and definitions missing, or are sentences awkward and ambiguous? Is the passive voice avoided when possible? Do the following kinds of writing weaknesses occur rarely: “to be” verbs, weak verbs, negatives, multiple prepositions?  
   d. Are paragraphs internally organized and of appropriate length?  
   e. Are sentences grammatical? Look for complete sentences, agreement between singular and plural nouns and verbs, appropriate use of words, consistent and appropriate use of present tense (for theories) and the past tense (for findings), correct punctuation, and unambiguous pronouns.  
   f. Is the paper free of spelling and typing errors?  
   g. Are the formats of the cover page, abstract, page numbers, and references appropriate? Is the paper stapled once in the upper left-hand corner (no report cover)?  

VIII. Overall evaluation  
   a. How would you rate the paper overall?  
   b. Is the basis of this evaluation clear in the comments you have made above?  
   c. Have you included both positive and negative comments, pointing out first the main strengths and then the main weaknesses, both in your overall evaluation and in each of the sections above?
**Plagiarism**

**Basic citation rule:**
All ideas and written work taken from other sources, including general concepts, organizations of ideas, paragraphs, sentences, phrases, or unique terminology, must be clearly and properly attributed to original authors by using APA style citations, appropriate punctuation, and clear description and explanation where necessary.

Any written work that is not clearly and appropriately attributed to other authors is assumed to be either:

(a) of such general information that the average interested reader of the document must surely have personal knowledge of it (see notes #1 and 2), **OR**

(b) the original work of the author of the document.

**Definition of plagiarism:**
Any written work that does not conform to the basic citation rule is plagiarism.

Note #1: Personal knowledge must be general enough so that all thinking adults should be able to recognize it and agree with it as true, (e.g., “Dogs can’t fly,” “Columbus set sail before George Washington became president,” or “Stress is caused by stressors”).

Note #2: The average interested reader possessing knowledge in the discipline you are writing about would know more than a novice in the field. So a student of psychology should know, for example, that “Freud hypothesizes psychosexual stages,” or that “an F-test is a parametric statistic.”

*In other words, if you have somehow allowed your reader to infer incorrectly from your written presentation that you were the creator of an idea, an organization, a sentence, a phrase, or a unique term, then you have plagiarized.*

**Dishonest Scholarship**
Authors of original pieces or work have the right to expect that people who cite their work will accurately represent the information in the work without error or incorrect amendment.

Readers have the right to expect that authors of a secondary source accurately represent the information or work cited from another source without error or incorrect amendment.

Authors of secondary sources that disregard or violate these expectations are guilty of dishonest scholarship.

Source: David B. Volckmann, Professor of Psychology, Whittier College, Whittier, CA
Writing Assignment #1
Initial topic and list of sources used in selecting topic
Due Tuesday, February 12, 2008

The purpose of this assignment is to help you find an initial topic area to explore as a possible topic for your Literature Review Paper. Usually when you begin you don’t know enough about the topic to know whether the topic is an appropriate one. The topic may be so broad that there is too much literature available, in which case, you need to narrow the topic as you proceed. On the other hand, the topic may be so narrow, so offbeat, or so new that there are not enough good research sources to write an entire paper on it, in which case you need to expand the topic or find another topic that is more feasible.

To find your initial topic, you should think about psychological issues that interest you. Recall topics that were touched upon in courses that you had; you may want to thumb through some of your old notes or textbooks you have used. Also, look through the table of contents of psychology journals in areas of psychology that interest you. Most helpful will be literature reviews, such as those in Psychological Bulletin or Annual Review of Psychology. These reviews not only suggest issues, but also provide valuable background information and give you an idea of the amount of information available on a particular topic.

Topics to avoid or to be wary about:
1. If the topic is not found in Annual Review of Psychology, you will probably find the topic too hard to explore or write a paper about.
2. Avoid topics requiring analysis of case studies.
3. Avoid topics that rely on “how-to” or non-scientific sources, e.g., alternative methods for drug rehabilitation, or examples of programs for cognitive development that have been used by teachers and parents.

Assignment #1
1. Start your assignment by listing some areas of psychology that are very interesting to you.
2. Report why you became a psychology major or why you chose an area of study related to psychology.
3. What do you want to do in life that touches on research conducted by psychologists?
4. Identify your initial topic. In order to do this, you should consider what you’ve written above, and you should make sure that your topic falls within the range of topics listed in the Annual Review of Psychology. The only exception is a topic that you can justify, at the outset of the course, as relating to research in mainstream areas of psychology. There are six volumes of Annual Review of Psychology on reserve in the library. Acquaint yourself with the contents of three or four of these volumes.
5. Type a list of the sources that you reviewed while thinking about your topic. To identify each source, give the reference information for the source in APA (5th edition) style, and underneath the reference, informally describe any articles or chapters in it that were helpful (see Chapter 4 of APA Publication Manual). Your list must include at least 5 reference entries.
Writing Assignment #2
Outline of a Psychological Bulletin article
Due Thursday, February 14, 2008

The purpose of this assignment is to learn what a Literature Review paper looks like, what is included in such a paper, and how it might be structured and organized. Later, you may use the article you find for this assignment as a “template” for organizing and writing your own Literature Review.

Look though recent issues of Psychological Bulletin (published since January, 2002) and find a literature review article that looks interesting to you. If you have a topic area in mind, an article relevant to that area will help you identify a more specific topic later on. If you don’t have a topic area in mind, an interesting article may help suggest a topic to you.

Look over pp. 7-8 in the APA manual. Note that there are several types of Literature Review articles. Some emphasize theory, others emphasize research methods, while others emphasize research findings. The majority include all three. Select an article that does include all three if you can. Do not select an article that is labeled a “meta-analysis,” one that has lots of data computations, or one that is a comment on another article.

When you have found a good article, check the sign-up sheet at the front desk in the library. If no one else has signed up for that article, sign your name and give the article’s reference. No two students may use the same article for this assignment, so whoever signs up first, claims the article.

Photocopy the article (including the references at the end) in the library and leave the journal in the library so that others may use it also. Read your article, paying careful attention to the headings and subheadings. Write an outline of your article using all these headings and subheadings. Write other entries to summarize the main points, inserting all important citations in the outline. One effective way to write an outline is to type the headings and subheadings into a computer file, using appropriate formatting for indenting to various levels. Then go back and type in a short summary of each paragraph or two within that structure of headings. Do not use quotes here, paraphrase instead. You are not required to outline the entire article in detail. Divide the number of pages of text in the article by 3, and outline only the first third of the article. For the last two thirds of the outline, simply finish listing the headings and subheadings.

Your outline and summaries should be detailed enough so that I can understand the nature of the article. Type the word “Abstract” at the top of the outline (centered), but do not outline it with subentries. Under References in your Outline, indicate (a) the number of references, and (b) type up one reference using APA (5th Ed.) format that is a Primary Source and another reference that is a Secondary source (label which one is primary and which one is secondary).

Put the full citation for the article in APA format (author, year, title, journal, volume, pages) in place of the “topic” above your name on the title page of the report you hand in. Attach your photocopy of the article to your report with a paper clip, after first stapling all typed pages of your report together and all photocopied pages of the article together in the upper left corners.
Writing Assignment #3
Journal Analysis 1: Comparing Theories and Methods
Due Thursday, February 21, 2008

The purpose of this assignment is to prepare you to read research articles the way professional psychologists read them. First, a reader of a journal article needs to ascertain the nature of the theory and hypotheses that are being tested, the way these hypotheses are translated into real (operationalized) variables. A researcher makes many choices when conducting research. The most critical choice is the type of research design to use, which then determines how strong the research conclusions will be. Will the research be a series of interviews, simple observations, case studies, correlational research, a full-blown experiment, etc.? Then, variables must be operationalized, systematic variance maximized, error variance minimized, confounding variables controlled, populations of potential subjects identified, and subjects selected and assigned to treatments if possible. Remember all of that from your study of research designs? For these articles, and all subsequent articles that you read, learn to think in terms of the questions given below.

Select two primary research articles on the same topic reporting experimental or correlational studies that you are likely to use in your paper. Photocopy the articles, read them thoroughly, and then answer the questions that are given below. Be precise and faithful to the meaning of the articles. Sometimes it may seem that you are using the same information to answer more than one question. That’s all right, as long as the information really answers the questions. For any question, or parts of questions for which you think there is no information given, state clearly: “No information is given.” However, if I find the information in your article, your paper will lose points. Turn in a copy of each of the articles used for this assignment. Before answering the questions below, give the reference for each article you will be using in APA 5th Edition style.

1. Identify the theories and/or theoretical approaches that are being tested or that serve as paradigms in these articles. Your article may not have one if the research is data-driven. If no theory or paradigm is being tested, then list the previous research that the study is based on.

2. In order of importance, state the three most important general hypotheses that are being tested in the articles. (No more than three for each article!) Study the title, abstract, introduction, main results, and conclusions to be sure you have these hypotheses correct. For each general hypothesis, identify the independent variable(s) (predictor variables), and the dependent variable(s) (criterion variables). Use only these hypotheses for the rest of the assignment.

3. For each of the general hypotheses, you will have an independent variable or predictor variable. Precisely define each of these variables in the operational terms given in the article. In each case, what measurement scales are used (nominal, ordinal, interval, ratio)? What are the levels of the independent variables?

4. Likewise, for each of the general hypotheses in #2, you will have a dependent variable or criterion variable. Precisely define each of these variables in the operational terms given in the article. In each case, what measurement scales are used?

5. For each of the general hypotheses, you will have a specific hypothesis, which is stated using only terms (operationally defined IVs and DVs, or predictor variables and criterion variables) defined in #3 and #4 above. Corresponding to each general hypothesis in #2, state the specific hypothesis that is being tested in the study reported in the article.

6. State the null hypothesis that corresponds to each of the first two specific hypotheses in #5.
Writing Assignment #3 continued

7. **Basic research design** for each IV (e.g., experimental, correlational, observational study). Does each use a between-subjects or within-subject design, or does either use a mixed design? What are the methods of assigning subjects to different levels of the IVs? Specifically, are the subjects randomly assigned?

8. State at least two ways that the researchers tried to maximize systematic variance.

9. State at least three ways that the researchers tried to minimize error variance.

10. Internal validity: identify at least two controls used in the research design to remove threats to internal validity -- that is, at least two ways the researcher tried to eliminate sources of confounding.

11. Internal validity: if possible, identify two variables that remain confounded with one or more of the IVs and therefore threaten internal validity of the conclusions about the IVs.

12. Based on the description of the article, state the best definition of the population(s) from which the subjects were selected.

13. State the method of selecting subjects from the population or specific populations. Was it random?

Organize your paper along the following lines:

Reference to first article in proper APA style
Reference to second article in proper APA style

1. Theories/theoretical approaches
   a. First article …
   b. Second article …

2. General hypotheses
   a. First article …
      1.
      2.
      3.
   b. Second article …
      1.
      2.
      3.

3. Operational Definitions of IV/PV
   a. First article …
      1.
      2.
      3.
   b. Second article …
      1.
      2.
      3.

4. …
Writing Assignment #4
Review sources checked and references found in each source
Due Tuesday, February 26, 2008

The purpose of this assignment is to determine the feasibility of writing a literature review paper on the initial topic you have selected. You must do a careful job of determining this now, because after you turn in your revised topic in Assignment #5, you will NOT be allowed to change your topic. If everything is going well, you should find that this week’s assignment builds on and incorporates some of what you have achieved in your search up to this point.

At this stage of your search you need to check systematically reviews, handbooks, and electronic databases to determine the number and kind of materials available for your topic. Has anyone done any recent research on your topic? Have too many people done recent research on your topic? If there are too many materials, you need to narrow your topic; if too few materials, you need to expand your topic or find a totally new topic.

A. Prior literature reviews can often provide clues. If there is an entire literature review devoted to your topic, the topic is probably too broad, because the literature on the topic has probably expanded since the literature review was published. If there is no literature review that even mentions the general topic, it is probably so new, or so narrow, or so offbeat, or so under-represented in the empirical psychology literature that sufficiently relevant materials are unlikely to be found. If the topic takes up part of a literature review that is a few years old, then there is a good likelihood that this will be a feasible topic, as long as sufficient additional research has been conducted since the review was published.

B. Electronic databases like PsycINFO will help you find empirical research (primary sources) published in peer reviewed journals. Be sure to distinguish among the differing kinds of articles. Some are research reports and others are case studies, meta-analyses, or comments on other articles. You have to remember that your final paper will concentrate primarily (~95%) on empirical research reports. Your final literature review paper may cite a couple of previous literature reviews as starting points (that is in your introduction), but must update those prior reviews by analyzing original research reports (i.e., primary sources) published since those prior reviews.

The sources that you check should include each of the following kinds of sources:

A. Psychological Bulletin articles (for the last 5 years)
B. Annual Review of Psychology (for the last 5 years)
C. Other Reviews and Handbooks (check at least 3 different ones)
D. Electronic search using PsycINFO (past 10 years) for peer reviewed journals publishing primary source empirical research (i.e., NOT literature reviews).

Format: For each source of references that you check above, type the reference for the source (title, volume, year) and list the references (using APA 5th ed. format) found in that source. If you found none, list “None” for that source. Hand in your list of reviewed sources, organized by type of source. Keep a copy to work with during the following week. (Remember that this assignment, like all other assignments, must be computer typed, and references should be written according to strict APA 5th ed. format. Keep good computer copies of all the work you do because they form the basis of a comprehensive bibliography, or set of bibliographies, that you are building.)

It might be okay for this assignment to find fewer than three dozen usable references, but you need to think seriously about changing the scope or focus of your topic if you do. As you know from Assignment 2, published literature reviews often have 100 or more references. You probably have to locate and screen that many in the next few weeks in order to find the three to four dozen that are most useful and directly relevant to your final paper.

Important Suggestion: Begin organizing your lit review by possible subtopics you could write about. Find and read core articles as background. See how authors have divided up the field. Sort your bibliography by topics, theories, methods used, variables explored, psychological approaches, or whatever makes sense for your particular topic.
Writing Assignment #5
Final Revised Topic and Initial Alphabetized Bibliography
Due Thursday, March 6, 2008

This week you will finish up the parts of Assignment #4 that have been left unfinished. In particular, you will need to (a) exhaust your systematic search of prior literature reviews, (b) continue to find all that you can in the recent empirical literature that relates to your topic, (c) finally decide exactly what your topic will be for the rest of the semester, and (d) compile all of your references in a formal, alphabetized bibliography (alphabetized by first author’s last name).

Up to this point, you have been researching the literature to find what it has to offer you as far as a coherent topic and background resources that you can use productively. Along the way you may have done quite a bit of reading, taken notes, and even drifted into the area of organizing your ideas about how your paper will finally look. All of this activity is O.K., and you need to continue working out writing plans, since you will be producing a full outline of your final paper next week.

THIS WEEK YOU MUST CONVERGE ON THE ACTUAL TOPIC OF YOUR INTENDED PAPER, AND YOU NEED TO ASSEMBLE ALL THE POSSIBLE TITLES OF REFERENCES THAT YOU CAN LOCATE THAT MIGHT HELP YOU. YOU CANNOT CHANGE YOUR TOPIC AFTER THIS ASSIGNMENT.

1. Complete the exhaustive check of reviews and handbooks that you started in Assignment 4. These sources are good for their reference lists but will not be so useful for the reference list you include in your paper.

2. Make sure you have included any pertinent “classical” studies that were written prior to 1997 (if this applies to your topic). However, the bulk of your bibliography should include empirical article references dating from 1997 to 2008, with the majority (no less than 25) of them written during 2002 - 2008.

3. Draft a working bibliography of all references that you presently have, using APA format (double spaced throughout and with no extra lines between references), and alphabetized in one comprehensive list (without source subheadings).

4. As a title for this bibliography, write the title you intend to use for your literature review. Writing this title is your claim to the topic you intend to concentrate on for the rest of the semester. It should look like this (after your cover sheet):

   DRAFT

   [Title of Your Intended Literature Review]

   Bibliography

   [followed by your bibliography]

Finally, even though this bibliography may not be complete, keep in mind that the following weeks’ activities will require that you find, copy, read, and analyze your articles. In other words, after this week, you should be completely shifted from a literature search mode to a literature study mode. Your searching days for this paper should be coming to an end. Now it’s time to READ, READ, READ!
Writing Assignment #6
Initial Outline of Literature Review and First Written Section
Due Thursday, March 13, 2008

In the last several weeks as you have been building a bibliography and becoming acquainted with reading the literature that you will be reviewing, you were putting your thoughts in order on how to organize the literature review and what the final paper might look like.

This week you will create a draft outline of your final paper. As you do, you should use several strategies, including the following:

A. Review Assignment #2, which dealt with outlines of review articles. We have suggested several approaches for a review article, including methodological, theoretical, and/or empirical findings, as well as critical reviews versus purely descriptive reviews.
B. Study Psychological Bulletins and other review articles for hints about possible organizations.
C. Reflect on and refine your thinking about the organization of the articles you have collected.
D. Decide on a basic theme (plot) for the review. You are all story writers now. Tell the story.
E. Study the APA formats for headings and subheadings.

For this assignment you will also write the first draft of one of the sections of your final review.

Assignment 6a. Using APA format for headings and subheadings, type a draft outline of your final literature review. It will represent your best judgment about everything you will include, how it will all be organized, and what story it will tell. Anyone reading it will be able to see an exact mapping of your final review. Start with the word "Abstract" at the top, then label your Introduction Roman Number I. Continue with the various sections of your paper making liberal use of headings and subheadings at this time. Any ideas about paragraphs should be included as well. Cite in the outline every article you are sure will appear in a specific location. For example (this is a sample only, do not use this outline):

Abstract

I. Introduction
   A. Introduce topic and provide rationale for topic
   B. Define terms (Kagan, 1999; Morris, 2003)
   C. State rationale for literature review
   D. Roadmap for rest of paper
      1. Perspectives of Prejudice
      2. Individual Differences in Prejudice
      3. Future Research and Conclusions

II. Perspectives of Prejudice
   A. Historical emphasis (Allport, 1954; Duckitt, 1992; Gaines, Smith, & Reed, 1995)
   B. Sociocultural emphasis (Allport, 1954; DuBois, 1903; Gaines et al., 1995)
   C. Psychodynamic emphasis (Allport, 1954; Freud, 1923; Smith & Jones, 2003; Thompson, 2001)

III. Individual Differences in Prejudice
etc.

IV. Future Research and Conclusions
e tc.

V. References

Be sure to print out and attach your (updated?) bibliography to your outline, and check to make sure all references and cites match. All sources must appear somewhere in the outline.

Assignment 6b. Write one section of your review. It should correspond to one part (either a Roman numeral or capital letter section) of your outline, above. Obviously, you should have read all the articles that will be represented in this section by the time you start writing it.
Writing Assignment #7
Journal Analysis II: Comparing Research Results
Due Thursday, March 20, 2008

This assignment is a continuation of the type of assignment you began several weeks ago, which focused on reading two articles for their theoretical statements and methodologies. This time you will focus on analysis of results by comparing and contrasting two articles with respect to their results.

As before, choose two articles you will be using for your own lit review paper and read them with the following checklist in mind. Select two articles from the same section of your outline. The assignment requires that you answer all of the questions below for each article, while COMPARING AND CONTRASTING the articles. Remember that you are warming up for a review paper in which you will make intelligent, logical comparisons across many articles. So, again, write a mini-review about these two articles in which you are careful to cover all of the following points. Write a separate paragraph for each of the points below, identifying each of the points by the appropriate number. You will be turning in copies of both articles you select along with answers to these questions. Before answering the questions below, give the reference for each article you will be using in APA 5th Edition style.

1. Name the independent /predictor variables (no more than 3 for each article). (Do not include scales or values).
2. For each of the variables named above, name the dependent (or criterion) variables (no more than 3 for each IV or predictor). Name the type of scale used for each dependent variable (nominal, ordinal…)
3. State the specific hypothesis(es) using operational definitions that relates each pair of variables above, and whether they are directional or non-directional.
4. State at least three general sources of error variance. Where do or might they come from?
5. In each article, describe how the researcher has tried to increase the probability of getting a correct significant result (power). That is, be specific in identifying whether or how (a) a high alpha was chosen; (b) systematic variance was enhanced; (c) sample size was enlarged; (d) error variance was minimized; (e) a one-tailed test was chosen over a two-tailed test; (f) a within-subject comparison was made; and/or (g) a parametric test was used instead of a non-parametric test. (Obviously, not all of these research techniques will be used in your articles, but identify and briefly discuss the ones that are. Remember to compare the articles as you do this.)
6. Determine whether or not the results are reliable. Why do you think so? In other words, what consistencies do you see in the data that would imply that if another researcher followed the exact same research procedures the results would come out fairly close to these results? Remember, this is an issue of results – not methods, theories, or design – answer in terms of data only. In other words, do the results make sense? Could they be replicated?
7. In a general way, without particular reference to your articles, explain what a “significant result” of a statistical test means in terms of the null hypothesis and the significance level given. If you do not know, contact me or look it up in a statistics textbook.
8. Search your articles for non-significant results. If they are reported, propose at least three different possible reasons the researcher might have obtained these particular results. (Hint: carefully review items 3, 4, and 8 above. The bases for your answers are in the logic of these points).
9. Report the main significant results of the research, one for each of the hypotheses in #3 and any interactions.
10. What basic research design best shows cause and effect relationships? Does the research in the articles you chose show any actual cause and effect relationships? Report the main conclusions of the research and state how the authors’ conclusions are supported by the results or not.
11. What do you suggest for changes in the research that would have made it more useful, valid, reliable, significant, etc.?
Writing Assignment #8
Detailed Outline of Literature Review: Second Written Section
Due Thursday, March 27, 2008

This is the last written assignment before you will be turning in a first draft of the entire literature review. In this assignment you will finalize your draft outline with references and citations and write a second section of your lit review, which will be critiqued by one of your colleagues.

1. This week, complete the draft outline of your final paper by revising your original draft outline and adding to it each of the citations you will include at the points you will introduce and/or review them. Your outline should be as complete as you can make it at this time. You will need to have read and/or reflected on a good proportion of the articles you will be reviewing. You will also have to have a fair understanding of the placement in your review of the articles you do not have time to read completely. As indicated above, all the citations that you intend to use for the final literature review should be included with the outline above. In the places in the outline where you currently intend to write about the references, type them in a simple, but identifiable form [e.g., (Jones, 1999; Smith et al., 2003)]. Add at the end of the outline, a typed list of all remaining citations that you intend to include, or might include in the final review. If in doubt, include it.

2. Turn in the updated current draft of your References section. Every item in the References section should match at least one citation in the outline above, including the list of citations at the end of the outline. Conversely, every item cited in the outline should have a reference in the References section. Remember, your (former) “Bibliography” is different from your current “References.” Your bibliography included all the literature you might have tracked down that is related to your topic. Your References will include only those entries that are actually to be cited (i.e., “referred to”) in your final review. At this point, your References will include all citations in your outline.

3. Write a second section of your review. It should clearly correspond to one part of your outline (Roman numeral or capital letter section), above. Obviously, you should have read all the articles that will be represented in this section by the time you start writing it.

4. Prepare only one copy of your Outline and References. Prepare three copies of your second written review section: one for me, and two for peer reviewers.
Writing Assignment #9  
First Draft of Entire Literature Review Paper  
Due Thursday, April 17, 2008

Turn in two copies of the first draft of your entire Literature Review paper, including title page (see required format on “Instructions for Writing Assignments” sheet in this packet), abstract, body of review with all headings, and References section. Make sure the entire paper adheres to strict APA (5th ed.) style.

Writing Assignment #10  
Critiques of Draft of One Other Student  
Due Thursday, May 1, 2008

Critique the first draft of one other student’s review. Return paper and one copy of critique to author AND one copy of the critique to me for grading.

Writing Assignment #11  
Second (and last) Draft of Entire Literature Review and Portfolios  
Due Thursday, May 8, 2008

Revise your review incorporating the criticism received from your peers and me. Turn in one copy to me as a part of your portfolio.

Complete your portfolio. It should include all work (whether it was late or not; whether you received credit for it or not) and all copied articles you used in your second draft. Organize by assignment (#1-10), with your copied articles (in alphabetical order) following your peer’s criticism of your first draft (assignment #11). Turn in your second draft (assignment #11) as a part of your portfolio, and place it on top of all other assignments in your portfolio.
Presentation of Literature Review

You will each be making a 10 minute public presentation of your literature review on Friday, May 16th, 3:30-6:30pm in Science 208. This presentation will be open to all members of the Whittier Community. You may invite guests to attend the presentation.

In order to prepare for the presentation, you will be receiving a workshop on putting together a PowerPoint presentation in class. We will also be reviewing how you will be required to break down the information you’ve collected into 8-10 slides used for the presentation. Finally, you will have an opportunity to practice your presentation in class (and receive some feedback) before the public presentation.

The first draft of your slides and a script of what you will be presenting will be due in class on April 24th. You will need to print out your slides (handout format is fine), and turn this in along with a copy of the script for your presentation.

The practice sessions of your presentation will take place in class on May 6th, May 8th, and May 13th. We will assign the order of presentations in class.