Experimental Psychology Laboratories  
WH 218

Fall, 2017

PSY 013L-1 Thursdays 1:15 – 4:00 p.m.  
PSY 013L-2 Thursdays 4:15 – 7:00 p.m.

**Instructor: Dr. Carmel Saad**  
Office: Winter Hall 335  
Phone: (805) 565-6884  
Email: csaad@westmont.edu  
Office Hours: Mondays 3:15-6:15pm and  
Wednesdays 3:15-5:15pm, or by appointment.

**Lab Coordinator: Anna VandeBunte**  
Office: Winter Hall 336  
Phone: (805) 565-7025  
Email: avandebunte@westmont.edu  
Office Hours: Tuesdays: 9:00am-12:00pm,  
Wednesdays: 3:30pm-5:30pm, or by appointment.

**Lab Teaching Assistant: Connor Gibbs**  
Office: Winter Hall 218  
Email: wgibbs@westmont.edu  
Office Hours: Thursdays 7:00-9:00pm or by appointment

**Required Readings:**

**Texts:**

(Make sure you have at least the 2nd printing.)  

**Articles:**

Empirical articles and readings for each lab as assigned by the instructor  
Empirical articles for lab report introductions (minimum number as assigned by instructors)

**Recommended Readings:**


**Course web site:** westmont.instructure.com

**Course Requirements:**

**Readings**

Read the appropriate sections of your texts and assigned articles before you come to lab, so that you are prepared to think and write about, and discuss the laboratory exercise with the rest of the class. In addition, if you have questions about a theory, concept, or lab procedure, you can then ask at the appropriate time (e.g., before beginning the procedure).

**Participation & Attendance** are required for three reasons. First, the lab serves as a way to acquaint you with some of the methods used in psychological research, and introduce you to various areas of research in psychology. Second, the labs provide additional practice in thinking scientifically about behavior and practicing your statistical and experimental design skills. Third, we have a relatively small number of people in the lab. Ideally, we want to use your data from each lab exercise to illustrate results. If you miss lab, less data are available, so your participation is
important for your classmates' learning as well as your own. Therefore, if you miss a lab, and do not provide a
doctor's note for the absence, your lab grade will be reduced a half grade for each absence (e.g., A to A- for your lab
grade).

Lab begins promptly at 1:15 or 4:15 p.m., depending on the section in which you are enrolled. In order to
participate in the day's lab exercise, you must be in your seat and ready to work by that time. This means having a
notebook and pen out ready to take notes, with computer on, but no applications open. Bring your easyguide to
Research Design and SPSS with you each week. Please plan to get to lab a few minutes early, so you are prepared to
work when class begins.

**APA Template.** This document will be the foundation of your lab reports in the course. Begin with an APA worksheet
that you wrote in PSY 001. Re-read the relevant portions of the APA manual. Use the resources at the departmental
web site (go to “Research and Writing” tab under “Current Students” tab on left;
http://www.westmont.edu/_academics/departments/psychology/writing.html), either revise your paper or
construct a new document using correct APA format and correct MSWord formatting. Submit the template as an
**MSWord document** to Canvas. Name the document: lastname_template.docx (e.g., saad_template.docx). If you do not
have MSWord, you must save the document as .rtf.

**Experimental Reports** will be written in APA style with a title page (including author note), abstract, introduction,
method, results, graph or table of the results (as assigned in lab), and discussion, with a focus on some sections of
the report as noted in the assignment schedule. In addition, you should include a list of references cited. Your grasp
of the material and ability to communicate your understanding clearly and concisely, with the appropriate voice will
comprise about 50% of the grade, and your knowledge of APA format will make up the remainder of the grade. All
graphs and tables must be computer-generated, formatted in APA style. These experimental reports must be
submitted as **MSWord documents** to Canvas. Use the naming convention of lastname_labname.docx (e.g.,
saad_stroop.docx).

You will need to find, read, and cite sources for the introductions of the lab reports. Depending on the lab
assignment, you will find a number of related articles (number will be announced in lab) by searching the last 5-40
years of PsycInfo. You **may not be able to find appropriate research reports in our library, so do your
research early and order your articles through interlibrary loan immediately.** If you have a question about
whether a research article is appropriate to use, please ask!

Lab reports are usually due one week after the lab discussion.

**Five percent of your lab report grade will be docked for each day the lab report is turned in late.**

**Digital Etiquette:**

*Electronics*

Please turn off your cell phones and so on before lab. Texting or answering calls during lab is not acceptable. A
ringing cell phone is distracting which can change task performance of yourself or others.

*Computers*

Computers are one of the primary tools we will be using in the lab, but the use of a computer during lab to do anything
other than complete lab tasks, like check email, Facebook, work on other assignments, surf the internet, and so on, is
not acceptable. Please use your time well in lab to work on PSY 13 tasks, whether they be discussion, data entry and
analyses, library research, figure construction, or report writing.

**Academic Honesty:**

All computer and written assignments must be completed independently—no collaborating; that is, no "working
together." You may discuss what should be included in a particular section of a lab report before any writing, data
entry, or data analysis is done, but the final product must obviously and clearly be the work of one person. Each
person must create his or her own computer data files, charts (graphs) and tables, and word processing files, and
submit his or her own creations.

Students who are involved in "working together," who receive "help" from other sources when it is not appropriate, or
who plagiarize, can earn penalties that range from an F on the assignment to an F in the course, at the instructors’
discretion. Additional penalties may include suspension or expulsion from the college.

**Plagiarism**

To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as
your own work. Another person's "work" can take many forms: printed or electronic copies of computer programs,
musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data,
tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

Please familiarize yourself with the entire Westmont College Plagiarism Policy (http://www.westmont.edu/_offices/provost/plagiarism/academic_integrity_policy.html). This document defines different levels of plagiarism and the penalties for each. It also contains very helpful information on strategies for avoiding plagiarism (http://www.westmont.edu/_offices/provost/Plagiarism/ReducingandDetectingPlagiarism.html). It cannot be overemphasized that plagiarism is an insidious and disruptive form of academic dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people you may never meet.

First and second instances of minimal plagiarism (in a student's career at Westmont) will result in Fs on the assignments until they are redone satisfactorily. The maximum grade on the first rewritten assignment is one letter grade lower (e.g., B+ to C+) than it otherwise would have earned. But assigning re-writes is completely at the professor's discretion. Another instance of minimal plagiarism will be considered substantial plagiarism and the consequences for substantial plagiarism, as described in the Westmont College Plagiarism Policy, will be applied.

In all cases of plagiarism, a report will be submitted to the Provost's Office documenting the incident.

Grades will be based on the following point breakdown:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent of Lab Grade</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>8%</td>
</tr>
<tr>
<td>Excel Review Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>APA Template</td>
<td>10%</td>
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<tr>
<td>Lab #1: Personality Psychology lab report</td>
<td>10%</td>
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<tr>
<td>Lab #2: Social Psychology lab report</td>
<td>15%</td>
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<tr>
<td>Lab #3: Cognitive Psychology lab report</td>
<td>15%</td>
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<tr>
<td>Lab #4: Learning poster</td>
<td>15%</td>
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<tr>
<td>Lab #5: Physiological reflexes lab report</td>
<td>20%</td>
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<tr>
<td>Final Lab Assessment</td>
<td>2%</td>
</tr>
</tbody>
</table>

These scores will comprise 35% of the grade in the course.

Helpful Resources

**Academic Accommodations**

Students who have been diagnosed with a disability (chronic medical, learning, physical, or psychological) are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. For more information, contact Sheri Noble, Director of Disability Services (805-565-6186, snoble@westmont.edu) or visit the website (http://www.westmont.edu/_offices/disability). ODS is located in Voskuyl Library rooms 310A and 311.

**Counseling Center**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in college. For helpful resources, contact the Counseling Center on campus. Their website is www.westmont.edu/_offices/counseling/
Course Learning Outcomes

In addition to advancing knowledge that is specific to experimental psychology, this course also addresses the broader institutional learning outcomes that the College has established.

The Psychology Department has identified specific, assessable program learning outcomes (named in parentheses below), and has associated each outcome with a college-wide goal (identified in bold below). Program learning outcomes most pertinent to experimental psychology are checked in the list below:

- **Knowledge Base**: Demonstrate substantial knowledge of experimental psychology and the modes of inquiry pertinent to this field (Goal: Knowledge Base).

- **Christian Understanding**: Articulate interactions between psychology and faith; reflect on our call as Christians to be committed to high ethical standards in the design and implementation of psychological research (Goal: Values and Character).

- **Christian Practices/Affections**: Demonstrate faithfulness in Christian service and maintain/reinforce positive dispositions toward Christian faith (Goal: Values and Character).

- **Competence in Written Communication**: Write efficiently, creatively, and competently using APA style in both theoretical/review and research report genres (Goal: Written and Oral Communication).

- **Competence in Oral Communication**: Effectively communicate orally in the context of a psychological poster presentation (Goal: Written and Oral Communication).

- **Critical Thinking**: Accurately evaluate the strength of evidence in support of a claim as well as demonstrate an ability to recognize good vs. bad experimental designs, theories, and arguments in psychology (Goal: Scientific Research Methods and Skills).

- **Information Literacy**: Be able to access, evaluate, use and communicate information effectively and ethically; use disciplinary and general-purpose databases and search engines effectively and efficiently to refine research questions in psychology and identify extant answers within the literature; recognize and apply appropriate disciplinary methods to further address these questions (Goal: Scientific Research Methods and Skills).

- **Diversity**: Analyze topics and human experiences using categories such as race, ethnicity, gender, social status and disability (Goal: Values and Character).

- **Global Awareness**: Analyze global patterns from at least two different perspectives (social, cultural, economic, political, religious, technological or educational) (Goal: Values and Character).

- **Physical and Emotional Health**: Identify healthy lifestyle practices and articulate effective strategies for enhancing them (Goal: Values and Character).

- **Creative Expression**: Display creative accomplishments in artistic creation, performance, or production (Goal: Written and Oral Communication).

Students should visit the departmental web page and talk with their academic advisors for more information about learning outcomes and goals, and about the structure of our curriculum.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Readings &amp; Other Preparation for Lab</th>
<th>Lab Activities</th>
<th>Assignment that’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 31</td>
<td>Introduction to Laboratory Procedures and Expectations; using box.com and Canvas</td>
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<td>2</td>
<td>Sept 7</td>
<td><em>EasyGuide SPSS</em> Chapters 1 &amp; 2: Stats &amp; Methods Belong Together; The Two Faces of Correlation</td>
<td>Assessment of Excel knowledge and skills Lab #1: Personality Traits</td>
<td>Excel Tutorials</td>
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<tr>
<td>3</td>
<td>14</td>
<td><em>EasyGuide SPSS</em> Chapters 3, 5, 6, &amp; 7: Nominal, Ordinal, Interval, &amp; Ratio Scales; Why SPSS; SPSS Data Hygiene; Descriptive Statistics</td>
<td>Lab #1: Analysis &amp; Interpretation of Results for Personality Traits</td>
<td>APA Template Due</td>
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<tr>
<td>4</td>
<td>21</td>
<td><em>EasyGuide SPSS</em> Chapter 11: How Do I Know If That Relationship is Real? Empirical articles as assigned</td>
<td>Lab #2: Social Psychology</td>
<td><strong>Report on Lab #1</strong>: Personality Traits in .doc or .docx format; Focus on Method &amp; Results</td>
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<tr>
<td>5</td>
<td>28</td>
<td><em>EasyGuide SPSS</em>, Chapter 8: Celebrate Your Independence (Between-Groups Designs)</td>
<td>Lab #2: Analysis &amp; Interpretation of Results for Social Psychology</td>
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<td>6</td>
<td>Oct 5</td>
<td><em>EasyGuide SPSS</em> Chapter 13: Mapping Your Decisions</td>
<td>Lab #3: Cognitive Psychology</td>
<td><strong>Report on Lab #2</strong>: Social Psychology in .doc or .docx format; Focus on Introduction, Method, Results</td>
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<td>7</td>
<td>12</td>
<td><em>EasyGuide SPSS</em> Chapter 9: Everybody Plays (Repeated-Measures Designs)</td>
<td>Lab #3: Analysis &amp; Interpretation of Results for Cognitive Psychology</td>
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<td>8</td>
<td>19</td>
<td><em>EasyGuide SPSS</em> Chapter 14: APA Results Sections Empirical articles as assigned</td>
<td>Lab #4: Learning</td>
<td><strong>Report on Lab #3</strong>: Cognitive Psychology in .doc or .docx format; Focus on Method, Results, Discussion</td>
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<td>9</td>
<td>26</td>
<td><em>EasyGuide SPSS</em> Chapter 15: Did I Do That?</td>
<td>Lab #4: Learning con’t.</td>
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<td>10</td>
<td>Nov 2</td>
<td>Labs #4: Analysis &amp; Interpretation of Results for Learning Part I</td>
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<tr>
<td>11</td>
<td>9</td>
<td>Labs #4: Analysis &amp; Interpretation of Results for Learning Part II</td>
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<tr>
<td>12</td>
<td>16</td>
<td>Lab #5: Physiological Reflexes</td>
<td><strong>Poster on Labs #4</strong>: Learning in .doc or .docx format; Focus on all sections</td>
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<tr>
<td>13</td>
<td>23</td>
<td>THANKSGIVING</td>
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<tr>
<td>14</td>
<td>30</td>
<td>Lab #5: Analysis &amp; Interpretation of Results for Physiological Reflexes</td>
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<tr>
<td>15</td>
<td>Dec 7</td>
<td>In class review of what’s been learned this semester</td>
<td><strong>Report on Lab #5</strong>: Physiological Reflexes in .doc or .docx format; Focus on all sections</td>
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