Experimental Psychology
Course Syllabus
Fall 2020
Class: Tuesdays & Thursdays, 1:30pm-3:20pm
REMOTE ONLY. Sometimes synchronous. Always rad.

INSTRUCTOR  Dr. John F. Nestojko nestojko@wustl.edu
Office hours:  Fridays 2:00-3:00pm (via Zoom)

ASSISTANTS TO INSTRUCTOR
Jaisal Merchant (S1) jaisalmerchant@wustl.edu
Office hours:  Wednesdays 1:00-2:00pm (via Zoom)

Isidro Landa (3011) landa.isidro@wustl.edu
Office hours:  Tuesdays 3:30-4:30pm (via Zoom)

COURSE DESCRIPTION
We intend to transform you into experimental psychologists. To reach this goal, you will learn the facts and skills necessary to conduct research in psychology. You will also become familiar with a way of thinking that all scientists embrace. This mindset involves creative thinking, critical thinking, skepticism, empiricism, and a desire for discovery. The facts and skills you acquire will work in tandem with this mindset to prepare you to ask—and ultimately answer—important questions about human behavior.

LEARNING OBJECTIVES:
- Knowledge of why and how psychological research is conducted
- Critical and creative thinking skills specific to psychological science
- How to conduct research, including how to make decisions throughout the design process
- Knowledge of different approaches to research, and the pros and cons of each approach
- Analysis of data from commonly employed research designs
- How to write and revise a scientific report; APA style writing guidelines
- How to use research-relevant software (e.g., JASP, Qualtrics, Excel, etc.)

EXPECTATIONS
What we expect of you:
- Attend Zoom sessions  
  - Take charge of your learning  
  - Submit assignments on time
- Be respectful to peers  
  - Communicate  
  - Commitment to the course

What you can expect from us:
- Reciprocation of what we expect from you  
  - Useful feedback
- Respect for your ideas and your time  
  - Accessibility

PRINCIPLES GUIDING THIS COURSE
Continuous engagement: Throughout the course, you will be engaged with the course material pretty much continuously, via low-stakes quizzes, small-group activities, Canvas discussion, etc.
Student-focused: We aim to connect with each student. Your learning is guided by your interests, background knowledge, skills, and difficulties; by getting to know you a bit, we can better guide your education. This also means having a bit of compassion, empathy, and leniency when things get tough. You’re human, and so are we.
Evidence-based: Much of the course design is informed by research in cognitive psychology and in educational psychology. There is often a good reason for the way things are set up, and that reason is to enhance your learning.

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ATTENDANCE/PARTICIPATION
Your role is to actively and consistently participate in this course. Effective engagement will require you to participate regularly. My advice is that you check the new module for each week as I post them, so you know what to expect (I will aim to have each complete module posted by the Sunday night prior to that week’s work, and sooner if I’m able).

ACADEMIC INTEGRITY
All work submitted as your own must truly be your own work. To plagiarize is defined as “to steal and pass off the ideas or words of another as one’s own; to use another’s production without crediting the source” (http://www.m-w.com/dictionary/plagiarize) and is not acceptable. Do not copy sentences and ideas from books, articles, the Internet or other people and present them as your own. This is cheating. If you incorporate ideas or information from outside sources, you must cite those sources. We will cover APA style citations and references in this course, which will help you avoid inadvertent plagiarism. Plagiarism will result in an automatic zero for that assignment. Plagiarizing your peers (e.g., your collaborators) is also against the rules. There are assignments in this course you will be asked to collaborate on, but there will be others you will need to complete on your own. We will announce which assignments need to be independently completed. If you have any questions about this policy, please ask me before any problems arise.

ACADEMIC SUPPORT and SPECIAL ACCOMMODATIONS
I genuinely want you to learn and to succeed in this course. I design my policies and course around this simple, basic truth. However, the content in this syllabus does not cover all the ways we can support your learning. If you would like extra support for this course, simply ask.

In addition, the Learning Center may be helpful for you: https://learningcenter.wustl.edu/
If you utilize special accommodations, please contact Disability Resources: https://students.wustl.edu/disability-resources/
Please inform me ASAP (via email, with VISA) of any special accommodations suggested by the Disability Resources Office.

ADDITIONAL CONSIDERATIONS and RESOURCES
See the Syllabus Supplement on Canvas.

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**Schedule subject to change. Complete the assigned readings prior to class. Assignment due dates will always be posted with assignments and do not always correspond to dates on this schedule. Synchronous Zoom sessions will be announced on Canvas ahead of time.**

<table>
<thead>
<tr>
<th>Week Session</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Quizzes</th>
<th>Assignments &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Tue</td>
<td>Sept 15</td>
<td>Syllabus and Course Introduction</td>
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<td>Icebreaker Questionnaire</td>
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<td>Demo Experiment 1</td>
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<tr>
<td>1.2</td>
<td>Thu</td>
<td>Sept 17</td>
<td>Scientific Method APA Paper Components</td>
<td>Ch. 1 &amp; Ch. 2</td>
<td>Discussion thread about behavior</td>
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<tr>
<td>2.1</td>
<td>Tue</td>
<td>Sept 22</td>
<td>Fundamentals of Research and Measurement</td>
<td>Ch. 4</td>
<td>Variables discussion thread Hypotheses &amp; Operational Definitions</td>
</tr>
<tr>
<td>2.2</td>
<td>Thu</td>
<td>Sept 24</td>
<td>Observational Methods</td>
<td>Ch. 6</td>
<td>Observation activity</td>
</tr>
<tr>
<td>3.1</td>
<td>Tue</td>
<td>Sept 29</td>
<td>Survey Research</td>
<td>Ch. 7</td>
<td>Survey Creation</td>
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<tr>
<td>3.2</td>
<td>Thu</td>
<td>Oct 1</td>
<td>Experimental Designs</td>
<td>Ch. 8 Szpunar et al. (2008)</td>
<td>Demo Experiment 2</td>
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<td>4.2</td>
<td>Thu</td>
<td>Oct 8</td>
<td>Complex Exper. Designs; Writing Tutorial: Intro; APA Practice Paper outlined</td>
<td>Ch. 10 (con’t) Testing and RI papers</td>
<td>Interpreting Effects; APA Practice Paper Starts!!</td>
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<tr>
<td>5.1</td>
<td>Tue</td>
<td>Oct 13</td>
<td>Conducting Experiments; Writing Tutorial: Method</td>
<td>Ch. 9</td>
<td>Szpunar et al deconstruction</td>
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<tr>
<td>5.2</td>
<td>Thu</td>
<td>Oct 15</td>
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<td>EXAM ONE</td>
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<tr>
<td>6.1</td>
<td>Tue</td>
<td>Oct 20</td>
<td>Null Hypothesis Significance Testing; Writing Tutorial: Results</td>
<td>Ch. 12 Ch. 13</td>
<td>Data Exercises Data Analysis</td>
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<tr>
<td>6.2</td>
<td>Thu</td>
<td>Oct 22</td>
<td>Beyond Significance Testing; Writing Tutorial: Discussion APA Tips</td>
<td>Ch. 13, part 2 (Ch 13 quiz due) APA Quiz on Canvas</td>
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<tr>
<td>7.1</td>
<td>Tue</td>
<td>Oct 27</td>
<td>Generalization &amp; Replication</td>
<td>Ch. 14</td>
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## Experimental Psychology (3011) – Fall 2020 – Remote Learning – Nestojko

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