About This Course

Course Description
This 1-credit course is designed to teach the basics of psychological research, both how to conduct your own research, but also how to be an effective consumer of research conducted by others.

The course is geared towards undergraduate Psychology majors and entails two 75-minute lectures (Braker Hall, Room 001) plus one 2½-hour lab section (Psychology Building, rm. 109). Lectures meet on Mon and Wed, 10:30-11:45 am (Block E+). Lab meets on Mon or Tues; day/time depends on your section.

Course Objectives
This course contributes substantially to the overall curricular objectives of the Psychology major, as described in the Department of Psychology’s Mission Statement:
1. Students will master the philosophical and methodological bases of conducting sound quantitative research in psychology.
2. Students will critically evaluate published research, and design, execute, and analyze their own original empirical research project.
3. Students will express their ideas clearly in writing and structure that writing according to standard format, otherwise known as American Psychological Association (APA) style.

Your Professor
Heather L. Urry, Ph.D.
Email: heather.urry@tufts.edu
Office: Psych Bldg, rm 126
Office Hours: Fri, 10 am -12 pm

Your Teaching Assistants
Clint Perry
Lab Section A: Mon, 6:30-9:00 pm
Email: clinton.perry@tufts.edu
Office: Psych Bldg, rm 329
Office Hours: Fri, 12-2 pm

Michael Leonard
Lab Section B: Tues, 9:00-11:30 am
Email: michael.leonard@tufts.edu
Office: Bacon Hall, rm 103
Office Hours: Fri, 3-4 pm

Chelsea Crittle
Lab Section C: Tues, 1:30-4:00 pm
Email: chelsea.crittle@tufts.edu
Office: Psych Bldg, rm 215
Office Hours: Wed, 2-3 pm

Victoria Floerke
Lab Section D: Tues, 6:30-9:00 pm
Email: victoria.floerke@tufts.edu
Office: Psych Bldg, rm 120
Office Hours: Wed, 1-2 pm
The two required textbooks are as follows:


Both books are available in the Tufts University Bookstore or via various online sources. If you prefer not to purchase these books, they will be on reserve for short-term check-out at Tisch Library.

You are also required to purchase a subscription to Learning Catalytics. See page 6 for more details.

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**Evaluation**

These are the assignments and how they will be weighted to calculate your final grade for the course:

- Literature Review: 25%
- Empirical Report*: 25%
- Quizzes: 15%
- Final Exam: 16%
- Homework Assignments: 9%
- Lab Participation: 5%
- Flash Talk: 5%
- Total: 100%

*There will be an opportunity to revise the Empirical Report for 1% extra credit. Revisions must be substantive, not superficial, to earn extra credit.

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**Final course grading scale**

- A+: 97-100%
- A: 93-96.99%
- A-: 90-92.99%
- B+: 87-89.99%
- B: 83-86.99%
- B-: 80-82.99%
- C+: 77-79.99%
- C: 73-76.99%
- C-: 70-72.99%
- D+: 67-69.99%
- D: 63-66.99%
- D-: 60-62.99%
- F: 59.99% and below
THE MAGIC OF PSY 32!

KEEP CALM AND WRITE ON

Scientific Writing
You’ll be writing papers like those you see in published psychological science journals. It’s not easy but by the end of this semester, you’ll understand better what it takes to express yourself in the professional tone of a scholarly article.

FUN FACT

4,620
Number of miles Urry has run since Aug, 2010. What has this got to do with PSY 32? Absolutely nothing.

Extra Credit
There’s only one way to earn extra credit and that’s by completing the extra credit opportunities that will be randomly available in lecture. These opportunities will contribute up to 1% towards your

More on the Assignments

final grade for the course. If you are not in lecture on the days that these extra credit opportunities are available, you will not earn those extra points toward your final grade.

Two Papers
You’ll write one literature review and one empirical report over the course of the semester. The empirical report will be based on a study for which you will collect and analyze the data in collaboration with everyone else in the class. Although you’ll be working with other students to identify relevant literature and carry out the empirical study, each of you will write your own, completely independent papers. Your success in this course will in large part be determined by your ability to write clear, logical papers in American Psychological Association (APA) style (6th edition). More details, including the criteria by which each paper will be evaluated, will be provided at a later date.

Six Quizzes and a Final Exam
There will be six quizzes and one final exam. The quiz dates are noted on the syllabus; most fall on a Monday but one occurs on a Wednesday. The lowest quiz score will be dropped. The cumulative final exam will take place during the formal final exam time for the course. See Make-up Policy.

Homework and Lab Participation

There will be nine homework (HW) assignments and a total of 10 lab sessions. Complete all homework assignments independently with high quality and on time, and participate in lab actively with high quality to earn full credit.

Flash Talk
You will be working in groups to identify interesting directions for follow-up research at the end of the semester. Each group will present these ideas in a 5-minute talk in lecture (see syllabus for dates). Without correspondence from your dean, if you are not in lecture on these two dates, you will not earn flash talk points, which count 5% toward your final grade in the course.
Communication. Students are responsible for the content posted on or relayed via Trunk (e.g., grades, readings, assignments, announcements, and email messages). Check your Trunk email address to make sure it is present and correct. You will be added to the Trunk site for your lab section automatically if you’re officially enrolled in this course. If this didn’t occur, please email your TA who will add you.

Etiquette. We’ll all get along just fine if we bear in mind a few things. I ask that you arrive on time, silence cell phones, and leave notebooks open and belongings stowed until it’s clear that class is over. I also ask that you adhere to the Technology Policy spelled out on page 6 and signal questions nonverbally (e.g., by raising your hand). In return, we’ll begin and end class on time, give plenty of time for questions, be organized, and not rush to cover a ton of material in the last moments of class.

On those rare occasions when you must be late or absent from lecture, feel free to let me know; I appreciate the courtesy. If you miss a lecture, get notes from someone else in the class and refer to the lecture slides, which will be posted on Trunk afterward.

If you absolutely must miss a lab for rare / emergency / extraordinary circumstances, obtain a note of support from a physician or dean. Without a note of support, you’re on your own for making up what you missed and there will be no opportunity to recoup lost points. With a note of support, we’ll do our best to point you in the right direction; we won’t, however, review entire lectures or labs with students in office hours.

Disability Accommodations. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office by email at Accessibility@tufts.edu or by phone at 617-627-4539 to make an appointment.

FOR MORE INFORMATION

Student Accessibility Services
http://uss.tufts.edu/arc/disability/
Policies

Late Assignment Policy. Homeworks and papers, whether draft or final version, should be submitted on time. Without a note from a dean, the score will be penalized by 5% for each day late (e.g., if a paper draft is 1 day late and the final version is 2 days late, your final points will be reduced by 15%). No exceptions with correspondence from your dean. Suggestions: Avoid procrastinating, back up the files you’re working on, save your work every 5 minutes as you go, and leave yourself enough time to print things out as needed.

Feedback Policy. Submitting paper drafts and attending meetings with writing fellows are mandatory. If you do not meet with your writing fellow about a draft or if you do not submit a draft at all, you will earn a 0 for the final version. It would be helpful at any time to get additional feedback beyond that provided by the Writing Fellow, we recommend that you meet with a Tufts Graduate Writing Consultant (but not your TA). They provide free, on-call, one-on-one writing tutoring to both undergraduate and graduate students. See http://students.tufts.edu/academic-advice-and-support/academic-resource-center. Prof. Urry and the TAs are happy to answer specific questions. However, due to the large number of students, they will be unable to read and provide feedback on drafts.

Requests to Reconsider Grading. All of your assignments will be graded with great care as it is important to us (and to you!) that your scores reflect a valid estimate of your performance. Requests for reconsideration should be exceedingly rare and only based on substantial evidence that the original score was invalid. In the unlikely event that you decide to make such a request, please note that it may be made no earlier than 24 hours and no later than 1 week after we post your grade on Trunk. You must submit a written request (by email) to your TA (CC: me) indicating your rationale for why more points should be awarded, and (if applicable) a textbook page # or lecture/lab date as supporting evidence. All requests for reconsideration of grading decisions will be handled by your TA, who will consult with me as needed.

Make-up Policy. If you must miss a quiz or exam due to unavoidable emergency, illness, or other conflict, request a note of support from your academic dean. With such a note, you will be able to take the quiz or exam at an alternative time. When unavoidable conflicts are known in advance, please obtain dean support and plan to take the quiz or exam before the scheduled date. A dean’s note is not necessary when observance of a religious holiday is the source of the scheduling conflict.

Lab Section Policy. Because all of the work you’ll be doing during your lab sections is done with one or more partners, you are expected to attend your specific lab section, either A, B, C, or D, and your section only. In exceedingly rare circumstances, a student might be allowed to attend a different lab section, but you must arrange this with me and your TA in advance prior to the lab session in question.

Academic Integrity. Academic fraud is unacceptable. In other words, don’t lie, cheat, or steal other people’s words and/or hard work. Students must follow the university’s academic integrity guidelines (see the Student Affairs web site at the following URL: http://uss.tufts.edu/studentAffairs/publications).

Avoid plagiarism/copying work from others, books, the internet, or anything else. Even people in other disciplines or in other professions who are not skilled at psychological science experience can detect ideas that aren’t expressed clearly or logically.

Don’t Lie, Cheat, or Steal Others’ Words and/or Hard Work

A scientist writing in an empirical journal article is like a reporter delivering the news. And, as Mike Wallace once said, “if there’s anything that’s important to a reporter, it is integrity. It is credibility.”

Academic fraud is a form of theft and is considered an academic offense. Your first offense may result in a failing grade and you will be reported to the Dean of Students as required by their policy. See one of us if you are unclear about what constitutes academic fraud.

Join PSY 0032: Experimental Psychology (Spring 2017) using the relevant Class ID and password:
Section A: 14496553, Join32A
Section B: 14496575, Join32B
Section C: 14496588, Join32C
Section D: 14496595, Join32D
Learning Catalytics. Studies suggest that learning is enhanced when students frequently practice retrieving information to be learned (this is called “retrieval practice”). Learning is also enhanced when students space their study sessions over time rather than cramming all of the information in at once (this is called “distributed practice”; Dunlosky et al., 2013). This course is structured to facilitate both practices through the use of Learning Catalytics.

Learning Catalytics is a response management system that allows us to obtain real-time responses to questions or problems in the classroom. Not only will you be engaging in retrieval and distributed practice, you’ll also get immediate peer and/or instructor feedback about your performance and have the opportunity to raise questions on the spot.

In most class sessions, you’ll be asked to work alone or with peers to generate answers to open-ended or critical thinking questions using your own web-enabled device (smart phone, laptop, tablet). When we give it to you in class, you’ll enter a session join ID before each exercise.

To access Learning Catalytics go to this link and log in with your Tufts Username and Password:

http://go.tufts.edu/ase_lc_spring 17

Click “Accept” on the license agreement and on the next screen enter your payment info (access costs $12 per year). You will only be asked to pay once; when you need to use Learning Catalytics, just return to the link and use your Tufts credentials.

Important Notes:

Always access LC via the link at http://go.tufts.edu/ase_lc_spring 17. Your Tufts username and password will not work if you go directly to http://learningcatalytics.com

After each session, just close your browser on your device. Do not log out of the website to avoid any potential browser issues. If you do click “Log out”, you will need to force quit the browser on your mobile device or clear the browser cache. Then try accessing the link again.

In the classroom always connect your device to the “Tufts_Secure” wireless network for a fast and secure connection: https://it.tufts.edu/securewireless

Technology: Please use laptops, tablets, phones, and their relatives in class for class purposes only (e.g., completing a Learning Catalytics or other instructor-approved activity, taking notes).

Studies suggest that we will enjoy a better learning environment when students refrain from using devices for social media, other forms of entertainment, or any other activity that is unrelated to the class.
Writing Fellows Program

As you know, academics write a lot. They publish essays, journal articles, book chapters, and even whole books, all of which subsequently show up in libraries and electronic archives. You only see their final products. What you don’t see is the process of peer review that enabled them to create the polished publications that others consume. For every published piece you read, you can bet that there was a peer reviewer who read an initial draft (or 2, or 3, or 10) and provided the constructive feedback that pushed it from pretty darn good to great. Peer review is a part of the process of writing at all levels; it’s a privilege we’re delighted to extend to you in this class by partnering with the Writing Fellows Program.

As noted on their website, this program “fosters writing as a process by allowing time and energy for review and significant revision” (https://students.tufts.edu/academic-advice-and-support/academic-resource-center/what-we-offer/writing-support/writing-fellows). Expressing ideas clearly in writing is one of the key objectives for this course. In addition, peer review is critical to producing high-quality written work in academia. As such, the writing fellows are integral to this class. Their involvement in helping you consider how to revise your work is not meant to be punitive nor should it signal that you’re functioning at a remedial writing level. It’s a natural, helpful element of the writing process for everyone, including those who struggle to express themselves and those who are experienced, excellent writers.

As part of this program, you will be paired with a Writing Fellow who will provide constructive feedback on a mandatory complete draft of each paper. In terms of mechanics, the draft will be due approximately two weeks prior to the final version due date (see the tentative calendar). You will submit the draft to the Assignment set up on Trunk. The writing fellow will download your draft and read it prior to a meeting that you will schedule (via SIS; use Tutor Finder in the Academics tab). During that meeting, s/he will give you constructive feedback focusing on issues such as argumentation, logic, organization, and clarity. You will then revise your paper and submit the final version for grading to Turnitin.com.

Please note:
- Submitting drafts and attending meetings with writing fellows are mandatory. If you do not meet with your writing fellow about a draft or if you do not submit a draft at all, you will earn a 0 for the final version.
- Submitting a draft or the final version late will incur late penalties on the final version.
- It is your responsibility to schedule and keep appointments with your writing fellow.

When you meet with your fellow, please bring a hard copy of your paper to the meeting and take notes; your fellow will not give you written notes.

Writing fellows are not your copy editors, advocates, or graders. They also are not in a position to provide guidance when it comes to course content. For advice about course content (lectures, readings, quizzes, exam, extra credit), you should consult your teaching assistant or Prof. Urry.

I (Prof. Urry) will also read a random selection of drafts. Please note that you must submit a complete draft of good quality - what you would expect to turn in to a professor or publish in a public place, in other words. Drafts that are clearly unfinished are subject to a penalty on the final grade for the assignment.

Welcome to our writing fellows! They are: Aishvarya Arora, Shani Asiko, Coralys De Jesus, Sydney Giacalone (point fellow), Sarah Hamad, Emily Levinson, Isaac Goluboff, Layla Rao, Tess Ross-Callahan, Jei-Jei Tan, and Benjamin (Ben) Teller.
## Tentative Schedule

Below is a tentative schedule of topics and assignments. P&B stands for your Pelham & Blanton text, and APA stands for the Publication Manual of the APA (6th edition). Additional readings will be made available on Trunk. I reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on Trunk.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Day 1</th>
<th>Lab</th>
<th>Lecture Day 2</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon, Jan 23: Introduction to PSY 0032</td>
<td>No Lab this week</td>
<td>Wed, Jan 25: Generating Knowledge</td>
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<td>Reading for Today: Syllabus</td>
<td>Submit: HW 1</td>
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<td>Assignment (due in lecture Jan 25): HW 1: Science in the Media</td>
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<td>Reading for Today: P&amp;B Ch 1 <em>and</em> <a href="https://www.brainpickings.org/index.php/2014/01/03/baloney-detection-kit-carl-sagan/">https://www.brainpickings.org/index.php/2014/01/03/baloney-detection-kit-carl-sagan/</a></td>
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<td>2</td>
<td>Mon, Jan 30: Scientific Discovery I: Logic of Discovery + APA Style: Title Page</td>
<td>Lab 1: Reviewing the Literature + Group Contract</td>
<td>Wed, Feb 1: Scientific Discovery II: Null Hypothesis Significance Testing + APA Style: In-Text Citations, References</td>
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<td></td>
<td>Submit: None</td>
<td>Submit: HW 2</td>
<td>Submit: None</td>
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<td></td>
<td>Assignment: None</td>
<td>Assignment: HW 3: Summary and Critique of Additional Articles (due in Lab 2 in 1 week)</td>
<td>Assignment (due in lecture Feb 8): HW 4: Summary and Critique of Burger (2009)</td>
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<td>Assignments: HW 5: Plagiarism Tutorial (due in Lab 3) Draft of Literature Review (due in Lab 4)</td>
<td>Submit: HW 4</td>
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<td>Reading for Today: P&amp;B Ch 2 (57-66) Burger (2009)</td>
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<td>Assignment: HW 6: Summary and Critique of Raz et al. (2014) (due in lecture Feb 15)</td>
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<td>Week</td>
<td>Lecture Day 1</td>
<td>Lab</td>
<td>Lecture Day 2</td>
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<td>4</td>
<td><strong>Mon, Feb 13:</strong> Validity &amp; Reliability I</td>
<td><strong>Lab 3:</strong> Reproducibility Report: Mueller &amp; Oppenheimer (2014)</td>
<td><strong>Wed, Feb 15:</strong> Validity &amp; Reliability II</td>
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<td></td>
<td><em>Submit:</em> None</td>
<td><em>(to be completed in lab)</em></td>
<td><em>Submit:</em> HW 6</td>
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<td></td>
<td><strong>Reading for Today:</strong> P&amp;B Ch 3</td>
<td><strong>Submit:</strong> HW 5</td>
<td><strong>Reading for Today:</strong> Raz et al. (2014)</td>
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<td></td>
<td><strong>Quiz 2</strong></td>
<td><strong>Assignment:</strong> None</td>
<td><strong>Assignment:</strong></td>
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<td>HW 7: Post in the Questions and Concepts</td>
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<td>5</td>
<td><strong>Wed, Feb 22:</strong> Psychological Measurement I</td>
<td><strong>Lab 4:</strong> Preliminary Replication Design Unveiled!</td>
<td><strong>Thurs, Feb 23:</strong> Psychological Measurement II</td>
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<td><em>Class canceled</em></td>
<td><em>Pilot Testing and Refinement of Procedures</em></td>
<td><em>(Tufts Monday!)</em></td>
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<td></td>
<td><em>Submit:</em> None</td>
<td><em>Submit:</em> Draft Literature Review BEFORE LAB (Trunk)</td>
<td><em>Submit:</em> None</td>
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<td></td>
<td><strong>Reading for Today:</strong> P&amp;B Ch 4</td>
<td><strong>Assignments (both due in Lab 5):</strong></td>
<td><strong>Reading for Today:</strong> P&amp;B Ch 4 (continued)</td>
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<td>HW 8: CITI Training</td>
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<td>Final Version of Literature Review</td>
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<td>6</td>
<td><strong>Mon, Feb 27:</strong> Threats to Validity I</td>
<td><strong>No Lab this week</strong></td>
<td><strong>Wed, Mar 1:</strong> Threats to Validity I</td>
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<tr>
<td></td>
<td>Psychological Measurement II</td>
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<td><em>Submit:</em> None</td>
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<td><em>Submit:</em> None</td>
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<td><strong>Reading for Today:</strong> P&amp;B Ch 5 (continued)</td>
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<td><strong>Reading for Today:</strong> P&amp;B Ch 54</td>
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<td><strong>Quiz 3</strong></td>
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<td>7</td>
<td><strong>Mon, Mar 6:</strong> Threats to Validity II and Nonexperimental Research I</td>
<td><strong>Lab 5:</strong> Final Design Unveiled. Practice Standardized Procedures.</td>
<td><strong>Wed, Mar 8:</strong> Nonexperimental Research II</td>
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<td><em>Submit:</em> None</td>
<td><em>Submit:</em> HW 8 (Trunk) <em>and</em></td>
<td><em>Submit:</em> None</td>
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<tr>
<td></td>
<td><strong>Reading for Today:</strong> P&amp;B Ch 5 (continued) &amp; 6</td>
<td>*Final Version of Literature Review BEFORE LAB</td>
<td><strong>Reading for Today:</strong> P&amp;B Ch 6 (continued)</td>
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<td><em>(<a href="http://turnitin.com">http://turnitin.com</a>)</em></td>
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<td>Week</td>
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| 8    | **Mon, Mar 13:** Experimental Research I: True Experiments
APA: Introduction
Submit: None
Reading for Today: P&B Ch 7
Quiz 4 | **Lab 6:** The APA Style Empirical Report
Lab canceled
Introduction, Method, Results, Discussion
Submit: None
Reading for Today:
APA 27-36
Assignment: Continue Data Collection
All data must be collected prior to Lab 7, the week after Spring Break. | **Wed, Mar 15:** Experimental Research II: Between-Subjects Design
APA: Method
Submit: None
Reading for Today: P&B Ch 7 (continued);
APA 27-32
Assignment: HW 9: Summary and Critique of Luo et al. (2016) (due in lecture Mar 29) |
| 9    | **Spring Break**                                                                                 |                                                                    |                                                                                |
| 10   | **Mon, Mar 27:** Experimental Research III: Within-Subjects Design
APA: Results
Submit: None
Reading for Today: P&B Ch 9 (292-302);
APA 27-32 (continued) | **Lab 7:** Confirmatory Data Analysis
Recruitment and Scheduling
Submit: None
Assignment: Draft of Empirical Report (for Lab 9 in 2 weeks) | **Wed, Mar 29:** Experimental Research IV: Factorial Design I
APA: Discussion
Submit: HW 9
Reading for Today: P&B Ch 9 (274-291)
Luo et al. (2016); APA 27-32 (continued)
Assignment: None |
| 11   | **Mon, Apr 3:** Experimental Research V: Factorial Design II
Submit: None
Reading for Today: P&B Ch 9 (274-291)
Quiz 5 | **Lab 8:** Exploratory Data Analysis
Data Scoring and Analysis
Submit: None
Assignment: Draft of Empirical Report (Intro and Method only) (for Lab 9 in 1 week) | **Wed, Apr 5:** Experimental Research VI: Multiple Groups Design
Submit: None
Reading for Today: P&B Ch 9 (277-278)
Assignment: None |
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<th>Lab</th>
<th>Lecture Day 2</th>
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| 12   | **Mon, Apr 10:** Quasi-Experiments I  
Submit: None  
Reading for Today: P&B Ch 8  
Assignment: None | Lab 9: Data Analysis and Flash Talk Planning  
Submit: Draft Empirical Report (Intro and Method only) DUE BEFORE LAB (Trunk)  
Reading for Today: P&B Ch 11 (357-362)  
Assignment: Final Empirical Report (including Results and Discussion sections) (for Lab 10 in 2 weeks) | **Wed, Apr 12:** Quasi-Experiments II  
Submit: None  
Reading for Today: P&B Ch 8 (continued)  
Assignment: None |
| 13   | **Patriot’s Day – No Class** | **No Lab This week** | **Apr 19:** Flash Talks  
No Reading |
| 14   | **Mon, Apr 24:** Flash Talks  
No Reading | Lab 10: Peer Review of Final Empirical Report  
Submit: Final Empirical Report (including Results and Discussion sections) DUE BEFORE LAB [http://turnitin.com](http://turnitin.com)  
Assignment: Optional Revision of Final Empirical Report (due by 11:59 PM on Mon, May 1) | **Wed, Apr 26:** Putting It All Together: Lessons Learned About Psychological Science  
Reading for Today: P&B Ch 12  
Quiz 6 |
| 15   | **Mon, May 1 (last day!): Wrap-up and Review + Flash Talk Science Awards**  
Submit: Optional Revision of Final Empirical Report (due by 11:59 PM) |  |  |
| 16   | **Mon, May 8:** Final Exam  
Location: TBD  
Time: 3:30-5:30 PM |  |  |