Experimental Psychology

Cognitive Processes and Legal Applications

http://www.socialpsychologyandlaw.com/

SPECIAL STATEMENT

This syllabus is to introduce you to the expectations, and many resources that are available to you to help you succeed in the course. One of the best supports the course has to offer is our time and we welcome you to come to our office hours!

We also want to acknowledge that we are starting this course during a very stressful time. We have we been dealing with the many impacts of the COVID-19 pandemic for **many** months. This is a time of uncertainty, physical, psychological and financial stress and we recognize this semester will not be a 'normal' semester. We are doing our best to create a course and learning environment to prepare you to succeed in this course and beyond.

Lastly, I also wanted to provide some resources for mental health success (seems even more relevant and important since we are in the PSCY department!). This is a very difficult and historic time, and additional mental health support may be needed such as Practicing Self Care and Survival and the UMD Counseling Center, which is open for virtual appointments. I highly encourage you to use resources available to you!

EVERYONE NEEDS HELP

Most services are free because you have already paid for it, and everyone needs help…

all you have to do is ask for it!

- **Talk to me sooner rather than later.** Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course.

- **Writing and tutoring help.** I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance).

- **Mental health help. I**f you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus (go.umd.edu/student-support).

- **Basic Needs Security.** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

- **Technical Support.** Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS website, clickers, Panopto recordings, etc.) please consult with the IT Helpdesk directly (helpdesk.umd.edu). If the problem is limiting access to a course resource, try using a campus computer in the meantime – visit lib.umd.edu/services/computing to find a computer lab near you

From Dr. Scott Roberts

INSTRUCTIONAL TEAM: INSTRUCTOR

- Dr. Tracy Tomlinson (*she/her*)
  - ttomlin1@umd.edu

- Student Hours
  - Tuesday 11 – 12 and by appointment
  - This is a time for me to get to know you
  - This is a time for you to gain access to institutional resources and instructor support
  - ***Never*** be afraid to ask for help. This is not a sign of weakness, it's a sign of strength

INSTRUCTIONAL TEAM: ALEXIS FOLEY

- **Alexis Young (*she/her*)**
  - ayoung22@terpmail.umd.edu
- Academic Program Specialist
- *Research Interests:* Substance use, emotion regulation, & psychopathology
- Studying Student Hour: Monday 12:00 p.m. -1:00 p.m. (by Zoom or in person at HBK 0117)
- Zoom Link: https://umd.zoom.us/j/98938545971?pwd=clp3cWJSQ1dIMFBSQmZrS2xXWGkxZz09

HOW NOT TO WEAR A MASK

DON'T wear your mask below your nose

DON'T rest your mask on your neck

DON'T leave your chin exposed

MASKS ON MARYLAND | Maryland DEPARTMENT OF HEALTH

KEEPING SAFE: MASKING POLICIES (FOR NOW)

- **Everyone**, without exception, must wear a mask over the nose and mouth in class at all times. There are no exceptions.
  - This means vaccinated or unvaccinated

- If you need to have a drink you may briefly have a drink and immediately put your mask back on

- If someone does not wear their mask or removes their mask
  - You will be asked to put a mask on
  - If someone chooses to not wear a mask they will be given a warning and asked to wear one or leave the classroom immediately.
  - If a student has additional issues with the mask expectation after the first warning, they may be referred to the Office of Student Conduct

- If there is 6' of distance at all times I may remove my mask for teaching purposes
  - *"Instructors and presenters who are fully vaccinated may choose to remove their mask while teaching or speaking to a group, provided they can maintain physical distancing of at least six feet from all other persons at all times and everyone in the audience is masked"*

- If there are any modifications to the UMD mask policy, you will be updated

PLEASE DO NOT COME TO CLASS IF YOU ARE SICK

shutterstock.com · 201865747

- Email to notify us and you will be able to view lecture recordings before 11:59PM for credit
- You can use one self-signed University Health Center Sick note, if you are sick, to request a 48-hour assignment extension
  - Though this may not apply to quizzes
- We drop the lowest two participation grades

Please view the following link for course related policies on undergraduate courses for information such as

Academic integrity
Student privacy
Safety in academic stings
Student rights
Final grades
And more!

http://www.ugst.umd.edu/courserelatedpolicies.html

CAMPUS POLICIES FOR UNDERGRADUATE COURSES

COURSE PHILOSOPHY AND COMMITMENT

Some of you will produce or use research and statistics in your life's work and many of you will not. We all, however, are consumers and victims of research and statistics. We make choices under uncertainty on a daily basis, and research and statistics are often available to help us if we know how to understand and interpret them. Being able to understand mental processes within this research framework can lead to a deeper understanding of self, as well as a view to applying these findings in settings such as the legal system to improve quality of investigation and outcomes. With this in mind, we will learn how to be rigorous scientists to uncover how the mind works and apply this knowledge in the criminal justice system in particular.

My commitment to you as a teacher is to conduct this course in a way that promotes learning and engagement through being:

1. Transparent

2. Ethical

3. Data driven (evidence based)

Tell me and I forget. Teach me and I remember. Involve me and I learn. – Benjamin Franklin

LEARNING OUTCOMES

Content knowledge: 1) A foundation in research methodology and statistics and 2) A foundation in cognitive psychology applications to the criminal justice system

Research literacy: The ability to **create** and critique research

Critical thinking: Improved critical reasoning skills: Students will develop sensitivity toward how to use and interpret descriptive and inferential statistics in an ethically responsible way

Research communication: Increased oral and written communication ability of research.

CLASS SCHEDULE

Tuesday Module due
In-person lecture discussion time

Tue
2:00 - 3:15PM

Lab Module due
In-person lab discussion time

Wed
1:00 – 4:00PM

Thursday Module due
In-person lecture discussion time

Thu
2:00 – 3:15PM
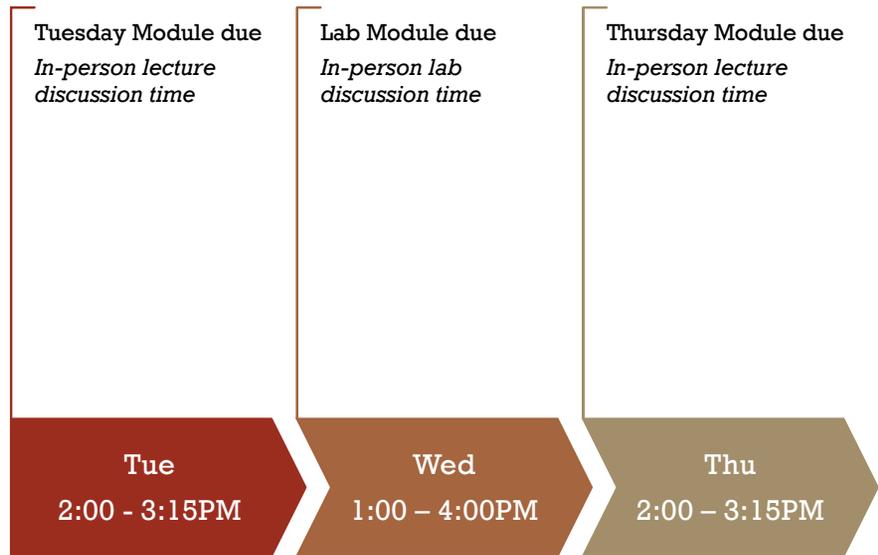
TIME EXPECTATIONS

- Completing the coursework and mastering the content takes time

- Having an accurate expectation helps plan and motivate success.

- The University's guidelines state that for every hour you spend in class per week you should expect to spend an average of 2-3 hours on coursework outside of class.

3 Credit Courses by Semester Length Expect an Additional
16 weeks: 6 – 9 hours per week
6 weeks: 15 – 20 hours per week
3 weeks: 30 – 45 hours per week

From Dr. Scott Roberts

REQUIRED RESOURCES

Phone and Clicker App

We will use clickers for lecture participation. Please download the app now:

1. Go to the App Store or Google Play and search for TurningPoint

2. After the initial screens, click login and use you @umd email address (which will take you to the CAS login screen)

3. That should take you back to the app and show you the welcome screen with your name and asking you to enter a session ID. You're all set -- I'll give you the session ID in class.

Course ELMS Page - elms.umd.edu

I will use our ELMS page to post announcements and collect coursework. For information on how to complete quizzes, submit work, and view feedback visit go.umd.edu/student- canvas-help or email itsupport@umd.edu

Textbook

I am proud to say that you do not need to purchase a textbook. I have created a curated list of book and journal articles, web articles, and other sources that are available through the course Canvas page.

From Dr. Scott Roberts

Announcements: I will post class messages using the ELMS "announcements" tool on our course page. By default, you should receive an email copy of announcements. *Students are responsible for monitoring the ELMS announcements regularly.*

Email: If you have a personal question or concern, please use my umd.edu account
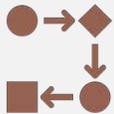
Discussion Threads: We will also make regular use of the Canvas discussion threads, please check and post there frequently!

CLASS COMMUNICATION

CLASS COMMUNICATION: ETIQUETTE

- It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails.

- Names/Pronouns and Self-Identifications: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.) on Canvas and Zoom.

- The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

From Dr. Scott Roberts

ZOOM LECTURE MEETINGS
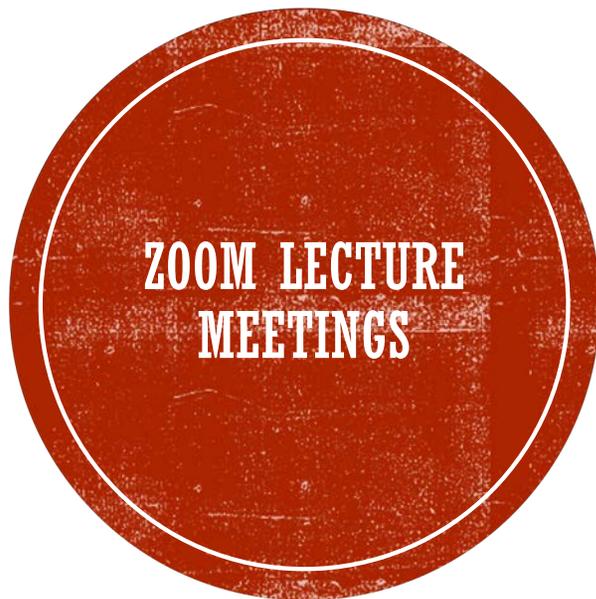
We will have synchronous lecture sessions on Tu and Th from 2:00 – 3:15PM

The sessions will be recorded.

Some Tips for Zoom success are on the following pages, but please 1) Find a quiet place (if possible) and 2) Do not multi-task and 3) No recording or distributing the class Zoom sessions in *any* format

We will have 3-hour in-person lab sessions on Wed's from 1 – 4PM
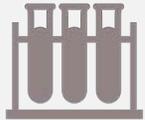
The sessions may be recorded

Lab sessions on Wed may involve class time, research participation, and group or individual check ins

LAB MEETINGS

CAMPUS POLICIES

Shared Responsibility. It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit go.umd.edu/course-policies for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Inclusive Learning Environment
Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected and supporting positions with research findings is encouraged. In accordance with free speech statues, threats of violence are prohibited.
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns. Additionally, how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should it come up in classroom conversation). We seek to be respectful of all identities in this course.

Threatening Behavior. Using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

Academic Accommodations
If you have a documented disability and wish to discuss academic accommodations, please contact me during the first week of the semester.

Excused Absences
In this time of a global pandemic, UMD has anticipated the potential for unanticipated absences. **Self-certified notes** will service as documentation for COVID-19-related absences or missed course expectations. I reserve the right to consider alternative assignments and make-up work as well depending on the documentation and duration.

Religious Observations
Students will not be penalized because of observances of religious beliefs. It is the students' responsibility to notify the professor if religious observances require course modifications at least two weeks in advance of the observance.

Copyright
My course materials are protected by copyright. You may take notes and make copies of course materials for your use. You may not tape, reproduce or distribute course materials whether or not a fee is charged without my written consent.

Communication
The best way to contact us is to send an email message directly, not through Canvas/ELMS.

From Dr. Scott Roberts

- I want to emphasize that *I trust you*. I trust that you are not here to cheat and that you are here to earn your grade and hone your academic and professional integrity.

- The value of the grade and degree you are here to earn relies on the honesty of everyone, and its value is diminished with anyone's dishonesty, however rare that might be. If there is something I need to know, please bring it to me anonymously.

- My professional obligation is to simply verify that everyone acted with integrity so that no one else can ever question the validity and value of your grade... and more importantly, the learning that your grade represents. I've done my best to state my expectations about the coursework throughout the syllabus and course introduction, but there are three general things that I want to emphasize upfront in the next section: originality, assessment, and collaboration.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

Originality

For all written submission, my expectation is that they are your personal words and never copied from another source. Copying, pasting, and editing a phase is not the same as writing something yourself. Guidance for scholarly writing in psychology, and for how to appropriately cite sources that you get information from, is covered in the Department's Ethics of Scholarship in Psychology (go.umd.edu/psycethics). Never copy text into your notes or a writing assignment.

Assessment

Graded assessments are not about measuring you as a person, they are intended for you to demonstrate what you have truly learned and what you are still working on. I will specify what resources are permitted for each graded quiz or exam, and my expectation is that you will conduct yourself with honor and bring any questions or concerns to my attention.

Collaboration

I am aware that some students create social media pages or group chats to communicate with peers in the course, but accessing any platform on which answers to graded assessment questions are shared before the assessment deadline, or simply sharing answers ("facilitation"), may constitute dishonesty on your part, regardless of your intention or level of activity. Further, using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

From Dr. Scott Roberts

All assessment scores will be posted on the course ELMS page. If you have questions about how something was scored, please email your grading TA to schedule a time to meet. If you have additional questions, then please come talk with me. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if we have made a mistake, we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same thing as crossing it (89.99 ≠ 90.00, **there is no rounding**). It would be unethical to make exceptions for some and not others. If you think I have missed anything that should be included above, or if you have any concerns about your ability to meet these expectations, please let me know.

GRADES

Percentage minimum	Letter Grade
97.00	A+
94.00	A
90.00	A-
87.00	B+
84.00	B
80.00	B-
77.00	C+
74.00	C
70.00	C-
67.00	D+
64.00	D
60.00	D-
<60.00	F

From Dr. Scott Roberts

- **Grade Disputes and Re-Grading:** If you feel that you want your homework, exam, or final paper re-graded, you must present, in writing, your request for a re-grade. Your written request must include a valid reason to merit your request for a re-grade. Your reasons for why you should have a regrade must be substantiated by the class textbook, class readings or class notes. It must also be evident in your written request for a re-grade that you have discussed your grade with the grading TA and have evaluated your assignment in light of the answer explanations provided.

- You must submit your request for a re-grade within *one week* of the day the assignment is returned to the class. If your documentation and argument are sufficient, the assignment will then be re-graded by a different grader. By requesting a re-grade, you agree that the new grade will be the permanent grade. Please note that your re-grade may be high*er OR low*er than your original grade. Assignments will be re-graded only once.

# REGRADE REQUEST

30% Research Project

26% Homework

24% Participation

8% Class Facilitations

12% Learning Assessments

Extra credit up to 1%

COURSE GRADES

RESEARCH PROJECT (30%)

You will work in pairs to submit a final research poster and paper about an experiment that you will design, implement and analyze.

This will be a full, *publishable and presentable*, APA paper.

This final project has many components so please be sure to check the lab syllabus often.

In brief, you will: (1) submit four research questions and rationale; (2) submit one research question and methods proposal; (3) submit a revised methods proposal; (4) submit an IRB; (5) recruit and collect participant data; (6) submit and execute a data analysis plan; (7) submit poster slides (8) present your individual poster; and (8) turn in a final paper that may be submitted for publication.

ALL of you will create posters that you can present at the UMD undergraduate research day as well as the PSYC undergraduate research day.

SPECIAL OFFER: If you want to pursue your research project in the spring you may talk to me about signing up for an independent study to do so. Students who have chosen to do this have submitted their papers for publication as well as presented at academic conferences such as APA!

Homework will consist primarily of APA reports on lab experiments.

General timeline of homework: 1) You will have homework due Wed before lab and 2) Homework will be graded and the grades posted on Canvas within two weeks

HOMEWORK (26%)

READINGS QUIZZES

DISCUSSION BOARD POSTS

CANVAS PRACTICE QUIZ ACTIVITIES

OTHER ONLINE LEARNING ACTIVITIES

SYLLABUS QUIZ

PARTICIPATION (24%)
THERE WILL BE ASSIGNMENTS GRADED FOR COMPLETION RATHER THAN ACCURACY THAT ARE AIMED AT HAVING YOU ACTIVELY PARTICIPATE WITH THE MATERIAL. MOST OF THE ASSIGNMENTS THAT ARE FOR PARTICIPATION ARE LISTED, AND OTHERS MAY BE MADE AVAILABLE THROUGHOUT THE SEMESTER. WE DROP THE LOWEST TWO PARTICIPATION GRADES.

CLASS FACILITATIONS (8%)

You will be required to facilitate two classes at least two weeks apart. There will be one to two class facilitators for every class, but this is an individual assignment. In general, as class facilitator you will be required to help encourage and stimulate discussion and debate on the readings and topics. In order to help you facilitate discussion you will be the 'resident experts' on the readings for which you have signed up for and help your fellow students. There are three components to your facilitations:

1) Written section for *each* required reading to be completed on class google PowerPoint
   1) Title: APA citation
   2) Primary thesis and conclusion sentence
   3) Reaction sentence
   4) Three multiple choice exam questions with rubric and rationale

2) Readings quiz

3) In-class discussion facilitation: Create *one* class activity such as
   1) Finding relevant news or social media or court case
   2) Create class Kahoot
   3) Find a relevant and short (1:030 or less) video

LEARNING ASSESSMENTS (12%)

There will be two online learning assessments throughout the course. These will be primarily multiple-choice assessments with some short answer.

You will have a set amount of time in which to complete the assessments.

For the assessments, it is closed note, closed internet searching and no collaboration of any kind.

Once the assessment is started you will have to finish the assessment in the allotted time from the time the assessment is started. If you open the assessment at 1:00pm and you have one hour to complete the assessment, then you must finish the assessment by 2:00pm. The end time of the assessment is the time in which you must have finished the assessment. If the assessment is released from 11:00am to 11:00pm and you have one hour to complete the assessment, this means that you must start the assessment before 10:00pm in order to have the full time to complete the assessment.

EXTRA CREDIT

There are TWO extra credit opportunities in this class for a total of 4 extra credit points:

1. SONA credit (2 credits). You may complete 2 credits of SONA research and apply it to this course.

2. End of the semester online learning assessment survey(s) (2 credits). You may also earn extra credit points by participating in online survey(s) regarding this course and statistical material. These surveys will be available at the end of the semester. We will provide you with the survey links as they become available.

All of these credits will be incorporated into your final grade by increasing your final percentage by one quarter percentage for each credit earned. ***Thus, a 1% increase in your final grade from extra credit is possible if you earn all the extra credit points***.

REPORTING RACISM, HATE, AND BIAS

If you experience racism or any other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following:

1) Please report the experience to the instructor or teaching assistant and/or

2) Report the experience to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously).

3) Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/.

MODULES

- **Tuesday**
  - Primarily readings

- **Wed**
  - Lab assignments
  - Homework assignments

- **Thursday**
  - Primarily readings

- **May also include**
  - Discussion board activities
  - Canvas practice quizzes
  - News article assignments
  - Qualtrics surveys
  - Other videos
  - Other activities to engage with the material

Date	Topic	Reading and Reading Quiz Due by 2:00PM	Assignment Due by 2:00PM
Tu 08/31	Introduction to Course and the Scientific Method		Getting started Module & Tu Module
W 09/01	*LAB 1: Research Questions, literature searches & APA review*		
Th 09/02	Cognitive Psychology and the Law	1. Wells (1978). System and estimator variables.	Th Module
Tu 09/07	Experimental Research Review	1. Goodwin Ch. 6 2. Goodwin Ch. 8	Tu Module
W 09/08	*LAB 2: APA Introduction, Ethics and CITI*		*Research Questions*
Th 09/09	Ethics	1. Kramer, Guillory, and Hanckock, 2014. Emotional contagion and social networks. 2. Middlemist, Knowles, and Matter (1976). Personal space invasions in the lavatory.	Th Module
Tu 09/14	IRB and Encoding Introduction	1. Goodwin p. 35–55 2. IRB guide at UMD https://research.umd.edu/irb	Tu Module
W 09/15	*LAB 3: Encoding & APA Methods*		*APA Introduction CITI Training*
Th 09/16	Encoding	1. Ashcraft p. 203 - 228	Th Module
Tu 09/21	Stress and Encoding	1. Payne et al. (2007). Stress prior to encoding.	Tu Module
W 09/22	*LAB 4: Stress and Encoding & APA Results*		*APA Methods* **Research Questions**
Th 09/23	Stress and Encoding	1. Christianson & Loftus (1987). Memory for traumatic events.	Th Module

COURSE SCHEDULE: WEEKS 1 - 4

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.
**The citations below are not all in APA format for brevity of syllabus

Date	Topic	Reading and Reading Quiz Due by 2:00PM	Assignment Due by 2:00PM
Tu 09/28	Retrieval	1. Ashcraft p.235–239	Tu Module
W 09/29	*LAB 5: Retrieval*		*APA Methods & Results* **Research Proposal**
Th 09/30	Retrieval failures: Forgetting	1. Ashcraft p.229–235 2. Baker et al. (2004) Chewing gum.	Th Module
Tu 10/05	Forgetting conclusion Optimizing retrieval	1. Fisher. Interview protocols to improve eyewitness memory.	Tu Module
W 10/06	*LAB 6: Optimizing Retrieval*		*APA Methods, Results & Discussion* **Methods Draft**
Th 10/07	Optimizing retrieval	1. Fisher & Geiselman (2010). The CI and therapeutic jurisprudence. 2. Stein & Memon (2006). Testing the efficacy of the CI in developing countries.	Th Module
Tu 10/12	Retrieval Failures: False Memories	1. Loftus & Pickrell (1995). The formation of false memories. 2. Loftus (1997). Memory for a past that never was.	Tu Module
W 10/13	*LAB 7: False Memories*		**Revised Methods and Materials**
Th 10/14	Retrieval Failures: False Memories	1. Loftus (2005). Planting misinformation in the human mind: a 30-year investigation 2. Loftus (2003). Changeable memories Policy.	Th Module

COURSE SCHEDULE: WEEKS 5 - 7

Date	Topic	Reading and Reading Quiz Due by 2:00PM	Assignment Due by 2:00PM
Tu 10/19	IRB Meetings		***IRB Submission**** Tu Module
W 10/20	*LAB 8: IRB and Materials*		
Th 10/21	Repression Introduction	1. Freud, S. (1966). The standard edition of the complete psychological works of Sigmund Freud 1. p. 117-128. 2. Loftus research view of repression link.	***IRB Revision Submission**** Th Module
Tu 10/26	Inhibition: Scientific repression?	1. Anderson (2005). The role of inhibitory control in forgetting unwanted memories.	Tu Module
W 10/27	*LAB 9: Inhibition*		***Experiment Draft***
Th 10/28	Interference: Scientific repression?	1. Tomlinson (2010). An interference account of cue-independent forgetting in no-think paradigm. *Only read experimental portion.*	Th Module
Tu 11/02	Recognition and Signal Detection Theory	1. Wells (1984). The psychology of lineup identifications. Journal of Applied Social Psychology, 14, 89–103. 2.https://psych.hanover.edu/JavaTest/SDT/index.html 3. Flowe and Ebbeson (2002). p. 1 – 10, 14 – 16, 20 - 25	Tu Module
W 11/03	*LAB 10: Recognition and lineups*		*APA Discussion* ***Experiment Launch***
Th 11/04	Recognition and VOS	1. Fallshore & Schooler (1995) – *Just focus on Experiment 1.*	Th Module

COURSE SCHEDULE: WEEKS 8 - 10

Date	Topic	Reading and Reading Quiz Due by 2:00PM	Assignment Due by 2:00PM
Tu 11/09	Interrogation Procedures	https://people.howstuffworks.com/police-interrogation.htm Two Reid Videos posted in Module Reid Technique position paper	Tu Module
W 11/10	*LAB 11: Interrogations*		*APA Methods, Results and Discussion*
Th 11/11	Interrogation Behavioral Confirmation	1.Kassin, Goldstien & Savitsy (2003). Behavioral confirmation in interrogation 2. Levine et al. (2014). Expertise in deception detection involves actively prompting diagnostic information.	Th Module
Tu 11/16	Fraud in Science Open Science: Towards a More Ethical Science	TBD: Will be posted to the Tu Module	*APA Methods, Results & Discussion* Tu Module
W 11/17	*LAB 12: Looking ahead*		
Th 11/18	Looking ahead for Science and for yourself	TBD: Will be posted to the Tu Module	Th Module
Tu 11/23	Data Depiction and Analysis		Tu Module
W 11/24	THANKSGIVING		
Th 11/25	THANKSGIVING		

COURSE SCHEDULE: WEEKS 11 - 13

Date	Topic	Reading and Reading Quiz Due by 2:00PM	Assignment Due by 2:00PM
Tu 11/30	Group Data Check-in		Tu Module
W 12/01	*LAB 13: Data compilation and analysis plans*		*APA Methods, Results, & Discussion*
Th 12/02	How to Make a Poster		Th Module
Tu 12/07	Peer Review and Publishing	TBD: Will be posted to the Tu Module	
W 12/08	*LAB 14: Poster practice*		***Poster***
Th 12/09	***Poster Presentations & wrap up***		
M 12/13			***Final Paper***

COURSE SCHEDULE: WEEKS 14 - 16

SUPPLEMENTAL TEXTS

In addition to the required text, if you intend to move forward in investing in your analytical approach (especially if you may be interested in big data and data science), I encourage you invest in the below books.

Weapons of Math Destruction

Statistics for People who (Think They) Hate Statistics

Adventures in Statistics

If you are moving forward in your self-work on anti-racism and anti-oppression, I encourage you invest in the below books:

Kendi, I. (2019). How to Be an Antiracist.

Saad, L. (2020). Me and White Supremacy.

PSYC440 QUICK LINKS

Course ELMS page	elms.umd.edu
Writing center	ter.ps/writing
Counseling	counseling.umd.edu
IT helpdesk	helpdesk.umd.edu
Campus policies	http://www.ugst.umd.edu/courserelatedpolicies.html