

Social Psychology Seminar Section 01 PSYC 254

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/15/2024

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When contacting me by email, please write "Psyc 254-01" in the subject line.

I check email regularly during the work day, but please allow at least 1-2 business days for a response. Also, I do not regularly check email after 5:00 pm or on weekends.

Office Hours: All office hours will be conducted online via ZOOM. MW 2:30 - 3:30 pm and by appointment.

Please email me in ADVANCE to schedule a meeting & to receive a Zoom link to join our meeting.

If my regular office hours conflict with your schedule, please email me to set up an appointment at a day/time that is mutually convenient.

Students are encouraged to contact me to discuss any concerns you may have regarding our class as soon as possible and/or **BEFORE** an assignment or exam date.

Class Days/Time: TR 10:30 – 11:45 am

Classroom: Dudley Moorhead Hall (DMH) 347

Prerequisites: Undergrad course in Social Psychology (or equivalent)

Course Information

COURSE DESCRIPTION

In this graduate course, we will examine theories, problems and issues to the study of human social behavior from a social psychological perspective. Typical definitions of social psychology are variants on the idea that our behaviors (thoughts, feelings, and actions) are influenced by the presence (real, imagined, or implied) of other people.

Social psychological research is extensive, and this course is **NOT** intended to be an exhaustive survey of the field. Instead, we will focus on several representative topics in the field of social psychology with the goal of familiarizing students with the “style” of social psychological inquiry.

The class is structured to illustrate the empirical and theoretical progression of theories and ideas in social psychology. The typical progression of readings for each topic will move from classic studies in an area, to representative studies illustrating how understanding of the topic/theory evolved, to applications of the topic/theory. Students will then independently find and present recent empirical or theoretical articles of interest to them that are related to the topic.

Note that this course satisfies SJSU’s Graduate Writing Assessment Requirements (GWAR)

Course Structure

Unlike undergraduate courses, graduate courses are structured as more seminar-style rather than led mainly by the instructor. This seminar will primarily consist of student-led discussions of assigned readings, topics of interest, and research proposal development.

NOTE: The success of any advanced seminar depends upon the ACTIVE PARTICIPATION of its members. Students will be expected to have done the assigned readings for the week and be prepared to engage in THOUGHTFUL discussion each class meeting.

Course Description and Requisites

Theoretical and practical approaches to the understanding of human behavior within a social context.

Prerequisite(s): PSYC 154 (or equivalent).

Letter Graded

* Classroom Protocols

COURSE POLICIES/EXPECTATIONS

1. **“NETTIQUETE”** -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards

When emailing your professor (me).

-- Indicate your class/section in the subject line of your email (e.g., Psyc 254 Sec 01)

-- Please address me by my formal title, (e.g., Professor or Dr. Asuncion). Remember when you send emails to your instructors, it is a "formal" mode of communication. So it is good practice to write your emails as you would if you were sending any type of professional/formal email.

-- Allow AT LEAST 24 -48 hours for a reply from me. If you email me on a Friday, the earliest you can expect me to respond is on the following Monday. I stop checking school emails at 5:00 pm. So emails sent to me after 5:00 pm won't be read until the following morning at the earliest.

-- EMAIL ME IN ADVANCE TO

-- set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

-- inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz **BEFORE** the due date.

*** NOTE: I will **REQUIRE** documentation of such situations to consider the possibility of an extension/make-up (see Make-up policy below)

-- DO NOT EMAIL ME TO

-- ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

2. EXPECTATIONS FOR STUDENTS' RESPONSIBILITIES:

a. Students are responsible for knowing all due dates for assignments, activities, and quizzes.

Make a list of ALL due dates that you are responsible for meeting and make sure your schedule allows you to meet these class deadlines

b. Students are responsible for contacting me **BEFORE** any course assignment or activity is due (or no later than 3 days after), to inform me of any issues/conflict that may arise.

If you have a conflict with a scheduled course requirement, then **notify me IN ADVANCE** of the scheduled date so that we can discuss this ahead of time (also, be ready to provide documentation). If something urgent has occurred (i.e., an emergency), then contact me as soon as possible and arrange to provide documentation.

For example, if your work supervisor has needed to make a last minute change to your work schedule and it now conflicts with a course requirement deadline, then **it is your responsibility to notify me promptly** and to provide me with a letter from your supervisor on company letterhead explaining this emergency.

Please see the Make-Up Policy below for more details you want to be aware of.

c. **Students are expected to CHECK OUR CANVAS PAGE REGULARLY** to participate in class activities, complete assignments, and keep updated regarding course announcements.

I **STRONGLY** encourage you to check our Canvas page **DAILY** so you will be aware of important course announcements, reminders, and due dates.

d. **Students are expected to turn in their own individual work**

I **EXPECT** all students to maintain academic integrity in all coursework and when completing exams. All exams are to be completed with no notes, no study guides, no textbook, or any outside help of any kind. All essays and other course assignments must be your own independent work.

e. **Students are expected to attend class regularly**

Because this course is a fully in-person class, regular attendance is expected. Although students' attendance cannot be used in assigning final course grades, regular participation in in-class activities, lectures, and class discussions is **EXPECTED** and **STRONGLY ENCOURAGED**.

f. **Students are responsible for getting lecture notes from one of their classmates when class is missed for any reason.**

It has been a long-standing policy of mine **NOT TO POST LECTURE NOTES/SLIDES** Canvas or to email them to students.

So if you miss class for any reason, it is your responsibility to get lecture notes and any information you may have missed from your classmates.

3. MAKE-UP POLICY

A make-up or extension on a course requirement will be considered ***ONLY under serious and documented*** circumstances.

Where such circumstances exist, ***IT IS YOUR RESPONSIBILITY TO CONTACT ME BY EMAIL AS SOON AS POSSIBLE AND NO LATER THAN 3 DAYS AFTER the date of the missed class requirement.***

BE READY TO PROVIDE DOCUMENTATION.

Appropriate documentation (e.g., a doctor's note or a note from your work supervisor stating that you were called in to work at the last minute) is **REQUIRED for make-up to receive full credit.**

If you are not able to provide documentation, and you have serious and extenuating circumstances that prevented you from fulfilling a course requirement as scheduled, then please email me to discuss with me.

NOTE: Without proper documentation, **points will be deducted** for any make-up work submitted.

*** Again, it is important you inform me **BEFORE** any assignment/exam is due. I am more likely to be able to help with any issues if I know about them SOONER rather than after a due date.

*** **The LAST DAY OF INSTRUCTION for this course is THURSDAY, 5/9. I will NOT ACCEPT any late/missing assignments or offer any extra credit opportunities after this date.**

4. CLASSROOM PROTOCOL

I expect everyone to be respectful of me and your fellow classmates. Please practice the following guidelines to help the class run more smoothly and to limit the amount of distractions that occur.

- a. Please **TURN OFF all cell phones & DO NOT TEXT** during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
- b. Please **REMOVE all earphones** and do not listen to music or look at your social media or other apps during class time.
- c. If you arrive late, please come in as quietly as you can (please avoid walking in front of your instructor)
- d. If you have to leave early, please do so quietly and sit next to the door so you don't distract other people.
- e. Please don't talk when your instructor is speaking or when other students are asking questions.
- f. Please be respectful of other people's experiences/comments even when you might not agree with what they're saying.

5. USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for NOTE-TAKING PURPOSES ONLY.

Use of laptops for any other purpose (e.g., non-class related activities like emailing friends or surfing the web) will NOT be permitted.

Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MA in Research and Experimental Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. **Advanced Knowledge Base in Research and Experimental Psychology.** Students completing the Research and Experimental Psychology MA program will be able to demonstrate advanced knowledge of the major theoretical perspectives and research methods across areas of experimental psychology (e.g., Developmental, Social, Cognitive, and Physiological).
2. **Research Skills and Scholarship.** Graduates of our program will possess an advanced level of competence in research methods, statistical techniques, and technical writing skills. Students completing the Research and Experimental Psychology MA program are required to complete a thesis. The thesis will demonstrate:
 - 2.1 creative problem-solving in the design and implementation of empirical research.
 - 2.2 project management skills in the implementation of empirical research.
 - 2.3 advanced competency in the statistical analysis and interpretation of empirical research findings.
 - 2.4 communication (oral and written) of research findings at a professional level.
3. **Career Enhancement.** Students completing the Research and Experimental Psychology MA program will achieve career enhancement through placement in a doctoral program or acceptance of a position requiring a master's in psychology in the public or private sector.

Course Learning Outcomes (CLOs)

Learning Outcomes

Course Learning Outcomes (CLOs): Upon successful completion of the [Social Psychology](#) course, students will be able to:

- CLO 1: Knowledge Base of Social Psychology -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology (e.g., exam performance)

- CLO2: Research Methods in Social Psychology -- Students will be able to

- Identify and evaluate the strengths and limitations of research methods as used in social psychology (observational, correlational, experimental), and
- Accurately interpret basic and advanced statistical information typically presented in social psychological research (means, standard deviations, t-tests, ANOVAs, correlations, multiple regression factor analysis, p-values,, tables, etc)
- CLO3 -- Critical Thinking Skills in Social Psychology -- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to
- Address issues related to social psychology (e.g., evaluate the validity of research studies, theories, research applications)
- Synthesize and evaluate bodies of research on particular social psychological topics, and
- Present and discuss social psychological research and theories with colleague
- CLO4 -- Application of Social Psychology -- Students will be able to apply social psychological principles to individual, interpersonal, group, and societal issues
- CLO5 -- Values in Social psychology -- Students will be able to identify, evaluate, and discuss
- Ethical issues as they relate to the practice of social psychological research (e.g., informed consent process),
- How values may inform social psychological research (e.g., types of problems investigated), and
- Value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Materials

Required Textbook

Social Cognition: Understanding People and Events. Hamilton & Stroessner

ISBN: 978-1-4129-3554-8 (pbk)

NOTE: Students are expected to be familiar with social psychological concepts introduced at the undergraduate level. I highly recommend that students have a reasonably recent (last 3-4 years) social psychology undergraduate textbook to use for review and as a reference.

Readings

Readings for this course will be available on the course Canvas site.

Resources

Society for Personality and Social Psychology: <http://www.spsp.org/>

Social Psychology Network: <http://www.socialpsychology.org/>

Own APA style resource: <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Canvas Site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **NOT** a substitute for attending class. The site will be updated regularly throughout the semester. This site contains:

- Syllabus and tentative course schedule
- Discussion Board (Course announcements, student questions)
- Reading list/readings/articles
- Article discussion question submissions

It has been a long-standing policy of mine NOT TO POST LECTURE NOTES/SLIDES or to email my lecture notes to students. Therefore, IT IS YOUR RESPONSIBILITY to get the lecture notes from one of your classmates if ever you miss class for any reason.

Students will submit the **2 thoughtful discussion questions** for the assigned each week through this Canvas site. ***NOTE: See course schedule for due dates and reading list for assigned discussion article.

☰ Course Requirements and Assignments

Course Requirements and Assignments

Your grade in the class will be based on the following requirements.

1. EXAM (50 points total)

There will be 1 EXAM in this course (date indicated on the syllabus) which will assess your knowledge/understanding of the class material presented by your instructor. On this exam, you will have to answer **10 short identification questions** (3 pts each) and **1 essay question** (20 pts). This exam is worth a total of 50 points.

The exam questions will be based on information given during lectures and from your readings. Again, Exam 1 will be from the material covered by your instructor prior to Spring Break.

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, it is the student's responsibility to contact me as early as possible and be ready to provide documentation.

2. PARTICIPATION (60 points total)

There will be 3 types of participation expected of students in this course:

- ***Discussion questions of specific articles*** (20 pts) -- You will be required to turn in **2 thoughtful discussion questions** related to the reading denoted by an *** by your instructor as well as the reading indicated by your classmates during the student-led portion of the course.

A major goal of this course is that students will develop the skills to evaluate the strengths and limitations of theoretical and empirical articles in social psychology. To this end, students will be expected to participate in discussions of each week's readings and will turn in **2 thoughtful questions** related to the discussion article assigned.

At minimum, students' questions should comment on/relate to:

- Hypotheses and background theory leading to the hypotheses
- Manner in which hypotheses were tested
- Understanding the main results and whether they supported the hypotheses
- Evaluation of the strengths and limitations of the research design, and
- Questions, comments, insights, applications, ideas for further research, and so forth

NOTE: Discussion questions are due the class meeting **BEFORE** the reading is to be discussed so that the discussion leader(s) has time to think about and incorporate these questions into the class discussion.

- **Discussion Leaders** (15 pts) -- Each time we discuss an article, a student will be responsible for leading the class discussion. As discussion leader, you should **briefly summarize the major points/findings** of the article and then facilitate the class discussion using the discussion questions turned in by your classmates.

NOTE: If you are discussion leader for that article, you DO NOT have to turn in any discussion questions for that week.

- **Student Presented Lectures & Article** (25 pts) -- A common career goal for many of our MA students is to teach at the college level. So I thought it would be helpful to provide you with some experience preparing and delivering a lecture in an area within Social Psychology that interests you.
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- **Student Presented Lecture** -- Some of you will present a lecture individually and others may choose to work in pairs. Those of you who want to lecture individually must choose from the topics assigned by your instructor. Those working in pairs may choose a topic from some of the other major areas of study in Social Psychology. For example, possible topics could include but are not limited to:

Scientific/Research Methods in Social Psychology

The Self

Attraction/Liking

Love/Close Relationships

Prosocial behavior/Helping

Aggression

Groups/Group Processes

Social Influence/Compliance

Emotion/Affect

Social Neuroscience

Belongingness/Well-being

You can choose a topic not included in the list above, but I encourage you to speak to me about your topic beforehand to get feedback and assistance.

NOTE: All lecture topics must be APPROVED by your instructor at least 2 weeks before your scheduled lecture.

In preparing your lectures, you should keep in mind that you are “teaching” to UNDERGRADUATE students who have no knowledge about the area. Lectures should be at least 45 minutes (minimum) – 60 minutes (maximum) and should include power point slides.

The **lecture portion** of this requirement will be **worth 25 pts total**. Students working in pairs will decide how to divide the work to prepare, write, present, etc. the class lecture. However, I realize that “group” work can be tricky and some people may work “harder” than others, while others may engage in “social loafing” and not pull their weight.

To address this issue, I will also ask each student to indicate what part(s) of this task they were primarily responsible for and to indicate how they would rate their partner’s contribution to this assignment. Also, I will evaluate each student’s delivery of the lecture and grade each student separately. Your peers will also be evaluating the quality/clarity/delivery of the lecture and each individual’s teaching performance.

So although you will be working in pairs, each student will be independently graded and will be held accountable for their independent contribution to this lecture.

- **Student Discussion Article** -- To accompany each chosen lecture topic, students will be required to assign the class **1 reading/scholarly article** for the week and lead a discussion of the reading. Students who work individually will lead the discussion on the article chosen by the instructor.

This reading assigned by students should be a relatively recent (i.e., published within the last 5 years) academic, peer-reviewed article that aligns with the lecture topic at hand and your own interests.

NOTE: Students’ discussion article should be from peer-reviewed journals in the field of social and personality psychology. Articles must be approved by the instructor at least 1 week prior to the presentation. After instructor approval, students must inform classmates of both readings for the week.

Appropriate journals include (but are not limited to):

Journal of Personality and Social Psychology

Personality and Social Psychology Bulletin

Journal of Experimental Social Psychology

Basic and Applied Social Psychology

Personality and Social Psychology Review (theoretical articles)

3. RESEARCH PROPOSAL (50 points total)

The writing assignment for this course is a brief research proposal (8-12 double-spaced pages, not including title page, abstract, references) in the domain of Social Psychology. We will discuss/brainstorm ideas for your proposal as a class and you should meet with your instructor over the course of the semester to develop your research question, hypothesis, research design, and so forth. Students are encouraged to use this paper to explore topics which may be relevant to their Master's thesis.

NOTE: Students must receive INSTRUCTOR APPROVAL of all research proposal topics. Topics without instructor-approval will not be accepted. See "Proposal-related tasks" below for procedure to obtain "instructor approval".

There will be a 5% penalty for each calendar day the research paper is turned in late (maximum penalty = 25%). Research proposals will be accepted up to 1 week after the due date. No other extension will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. **If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.**

Guidelines & requirements for proposal:

1. Must be written in APA style
2. Proposed experiment **must be an experimental design** (no correlational studies or meta-analyses)
3. Your design must include **at least 2 independent variables**. So any experiment you propose must be at least a 2 x 2 design.
4. The experiment must be something that can be conducted using resources available at SJSU (i.e., must be practical and "do-able" at SJSU)
5. Research proposals written for another class during the same semester (i.e., proposals written for your research methods course) **WILL NOT BE ACCEPTED**. However, you can base your proposal on the same topic, just as long as it is a **DIFFERENT** experiment.
6. Students may use their thesis project as a starting point to develop a "new" study. If your thesis topic is outside of social psychology, your proposed experiment **MUST** incorporate concepts/theories/or factors that are studied within social psychology. (NOTE: If you are unsure, then please check with your instructor)

The proposal should include the following major sections: (Title page, abstract, & reference page are also expected).

1. **Introduction (15 pts)**. In this section, you should describe the specific research problem you are interested in (e.g., what it is, why it is important, what other researchers have found, limitations of this past research, how your study is different and how it addresses these limitations)
2. **Hypotheses (10 pts)**. This section should clearly state your hypotheses. In doing so, make sure to provide a CLEAR AND THOROUGH explanation and rationale for each of your predictions.
3. **Method (10 pts)**. This section should include a description of the specific procedures you will use to test your hypotheses. Descriptions of your participants, stimulus materials, experimental design (i.e., independent variables) instructions to participants, experimental procedure, and main dependent measures are expected/required.
4. **Anticipated Results & Conclusions (15 pts)**. This section should describe the pattern of results you expect to find if your hypotheses are correct. Restate each of your hypotheses and then discuss the specific pattern of results that would be consistent with that prediction. Finally, discuss the theoretical/practical implications of your experiment, limitations of your study, & future research directions.

NOTE: Graphs and/or figures illustrating the predicted results are expected in this section.

4. RESEARCH PROPOSAL PRESENTATION (20 points total)

In lieu of a final exam, students will give a brief (15-20 minute) oral presentation of their research proposal. Students should briefly describe the major parts of their proposal: Introduction, Hypotheses, Method, Anticipated Results, & Conclusions. Use of power point slides are expected.

NOTE: Students in the REx program are expected to participate in the "Lightning talks" during the Spartan Psychological Association Research Conference (SPARC). You may talk about your research proposal for this course in your "Lightning talk". SPARC date: TBD

5. PROPOSAL-RELATED TASKS (15 points total)

To help you complete your proposal in a timely manner, there will be a number of small proposal-related tasks you will be required to do throughout the semester. The due dates for each of these tasks are indicated on the course schedule. These include:

- Submit and discuss 2 possible research proposal topics (1 double-spaced page maximum)
- Annotated bibliography (3 double-spaced pages maximum) -- Submit and provide 3 scholarly references you have read in preparation of your proposal. For each reference, provide: full citation, brief summary of each article, relevance to your research proposal (e.g., what did you learn from the article that is helpful in developing your research idea/hypotheses, etc)

- Submit brief abstract outlining your final research project (1 double-spaced page maximum) -- This abstract should describe the research question/issue to be addressed, the main hypotheses tested, general experimental procedure, and expected results.

*** NOTE: This abstract will be reviewed and used by your instructor to approve research proposal topics.

✓ Grading Information

GRADING POLICY

Grading is based on your performance on the 1 exam, class participation, research proposal, proposal presentation, and proposal-related tasks. Overall, there is a total of 205 points to be earned in this course.

Grading summary & scale:

Exam		50 points (27%)	
Class participation		60	(31%)
Discussion questions	(20)		
Discussion leaders	(15)		
Student lectures	(25)		
Research proposal		85	(42%)
Proposal paper	(50)		
Presentation	(20)		
Related tasks	(15)		
	TOTAL POINTS	195	(100%)

Final grades will be based on the **PERCENTAGE** of total points you earn. The following grading scale will be used to compute your final course grade.

Percentage	GRADE
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% & below	F

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

PSYCHOLOGY 254 -- SEMINAR IN SOCIAL PSYCHOLOGY

SPRING 2024

Tentative Course Schedule

Note: The instructor reserves the right to change the dates for exams, activities, and papers. However, students will be informed in class of any changes before they are made. Unless noted otherwise, all assignments are due by 11:59 pm via Canvas on the designated due date.

DATE	TOPIC & Readings	ACTIVITY	ASSIGNMENT DUE
WEEK 1 Th 1/25	Introduction to class Chapters 1 & 3 (HS)	NO CLASS (STRIKE DAY)	
WEEK 2 T 1/30	Social cognition & Schemas (Dr. A) Chapters 2 & 4 (HS) ***Pratto & John (1991)		***Discussion questions for article 1: Pratto & John (1991)
Th 2/1	Schemas (cont')	Article 1 discussion (S1)	
WEEK 3 T 2/6	Impression formation & Person perception (2 Student lecturers) Chapters 6 & 7 (HS) ***Cone & Ferguson (2015)		***Discussion questions for article 2: Cone & Ferguson (2015)
Th 2/8	Person perception (cont')	Article 2 discussion (S2 discussion leaders)	

WEEK 4 T 2/13	Attribution (S1) Chapter 8 (HS) Gilbert et al. (1988) ***Menon, et al (1999)		***Discussion questions for article 3: Menon, et al. (1999)
Th 2/15	Class discussion regarding possible research topics for your proposal	Article 3 discussion (S1)	
WEEK 5 T 2/20	Stereotypes (S1) Hamilton & Sherman (2014) Macrae, et al. (1994) ***Correll, et al., (2002)		***Discussion questions for article 4: Correll, et al. (2002)
Th 2/22	Stereotypes (cont)	Article 4 discussion (S1)	Proposal-related task #1 DUE – summary of 2 possible research topics
Week 6 T 2/27	Prejudice (S1) Fiske & Taylor (2013a) Herek, et al. (2013) ***Swim, et al. (2004)		***Discussion questions for article 5: Swim, et al (2004)
Th 2/29	Prejudice (cont)	Article 5 discussion (S1)	
WEEK 7 T 3/5	Attitudes (Student from Week 2) Fiske & Taylor (2013b)		

Th 3/7	Attitude Change (S1) Fiske & Taylor (2013c) ***Mello, et al., (2020)		***Discussion questions due – article 6: Mello, et al., (2020)
WEEK 8 T 3/12		Article 6 discussion (1)	Proposal-related task #2 DUE -- annotated bibliography
Th 3/14	Class discussion/Review for Exam 1		
WEEK 9 T 3/19		*** EXAM 1 ***	Note: 1st student-led discussion article assigned
Th 3/21	Student-led (2) lecture 1 Topic		***Discussion questions for student-led article 1
WEEK 10 T 3/26		Student article 1 discussion	
Th 3/28	NO CLASS		NOTE: 2nd student-led discussion article assigned
WEEK 11 T 4/2	NO CLASS	SPRING BREAK	

Th 4/4	NO CLASS	SPRING BREAK	
WEEK 12 T 4/9	Student-led (2) lecture 2 Topic		***Discussion questions for student-led article 2
Th 4/11		Student article 2 discussion	Proposal-related task #3 due -- abstract of research proposal NOTE: 3rd student-led article assigned
WEEK 13 T 4/16	Student-led (2) lecture 3 Topic		***Discussion questions due for student-led article 3
Th 4/18		Student article 3 discussion	*** IMPORTANT: All students MUST have final approval of research proposal topic by this date NOTE: 4th student-led article assigned

WEEK 14 T 4/23	Student-led (2) lecture 4 Topic		***Discussion questions due for student-led article 4
Th 4/25		Student article 4 discussion	NOTE: 5th student-led article assigned
WEEK 15 T 4/30	Student-led (2) lecture 5 Topic		***Discussion questions due for student-led article 5
Th 5/2		Student article 5 discussion	
WEEK 16 T 5/7	Research proposal presentations		
Th 5/9	Research proposal presentations		RESEARCH PROPOSAL PAPERS DUE
Thursday, May 16	Research proposal presentations	9:45 - 12 noon (DMH 347)	