Instructor: James Plakovic
Course Title: Introduction to Psychology
Course Abbreviation Number: PSYC 2301
Course Section & Synonym #’s: COURSE SECTION: 013 COURSE SYNONYM: 15942
Time & Location of class: Mon - Fri: 9:05 a.m. - 10:35 a.m. Room 4251
NORTHRIDGE CAMPUS 6 Weeks
Start Date: 7.7.2008 End Date: 8.12.2008
Holidays:
Instructor’s Office Hours Mon / Wed / Thu: 10:45–11:30 a.m. Room 2111 @ 223-4827 or by appointment
Instructor’s Telephone # & Email: ACC # 512/223-1795 (25750) jplakovi@austincc.edu
URL: http://www.austincc.edu/jplakovi
Instructor’s Office location & number Northridge Campus: Rm #2111 Phone: @ 223-4827 E-mail: see above
Conferences: contact outside of office hours: By appointment
Instructor’s Telephone # & Email: mrplaky@austin.rr.com
Required Text &/or Materials: (YES, REALLY, you will need it!) Psychology Concepts & Connections, Ninth Edition, Spencer Rathus, Thomson Wadsworth Publishing, 2006. (YES, you will need it!)
Supplemental Material: NONE

COURSE INFORMATION
COURSE DESCRIPTION
This course is a survey of introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. Additional topics such as language development, states of consciousness, and psychotherapy may also be included as determined by the instructor. The Honors course provides a more in-depth introduction to the science and profession of psychology with emphasis on developing oral and written communication skills as they relate to the analysis and discussion of research and controversial issues in psychology.

INSTRUCTIONAL METHODOLOGY
The instructional methodology for this class will be primarily lecture, small and large group activities, class discussions, library research, and voluntary student presentations.

COURSE RATIONALE AND /OR PURPOSE
Students will learn to use major topics in psychology and apply them to the study of behavior and the factors that determine and affect behavior.

COMMON COURSE OBJECTIVES/ STUDENT OUTCOMES
The common course objectives or goals include the following: The student will be able to demonstrate an understanding of representative theories, findings and/or principles concerning the following topics:
Research Methods Life-Span Development Physiological Basis of Behavior Social Psychology Stress Learning Personality Cognition Sensation & Perception Memory Psychological Disorders

INSTRUCTOR OBJECTIVES/ STUDENT OUTCOMES
My objectives for this course are to foster critical thinking, provide a thorough introduction the Scientific Method, and a thorough overview of the breadth of the discipline of Psychology.

GROUP WORK GUIDELINES
In order to foster cooperative learning, students will participate in different group formations for the entire semester. Group/Team based learning formats have been shown to increase student academic achievement, reduce anxiety and stress, and promote academic and social interaction.

Students will be assigned to different groups by the instructor. Each member is expected and required to participate in all assignments. Group members must arrive at working process that is fair and agreed to by all members.

Each group member must sign each project before submission and all members will receive the same grade. Failure to sign any group submission will result in a zero for the assignment(s).

All missed tests must be taken in the Austin Community College testing center. Please refer to the “Student Summary Guide For Use Of ACC Testing Centers” document included in this syllabus packet.

COURSE GRADE / EVALUATION SYSTEM
*****PLEASE NOTE: ALL assignments must be typed. Handwritten assignments will not be accepted.

3 Exams @ 40 points each 120 points total 34.0% (each exam=11.3%)
Scientific Method Project: 100 points total 29.0%
Individual Assignments: 100 points total 29.0%
Office Visit: 30 points total 8.0%

Final Grade
The Final Grade will be determined from the following:

<table>
<thead>
<tr>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100 A</td>
<td>315.0 – 350.0 = A</td>
</tr>
<tr>
<td>80 – 89 B</td>
<td>280.0 – 414.5 = B</td>
</tr>
<tr>
<td>70 – 79 C</td>
<td>245.0 – 279.5 = C</td>
</tr>
<tr>
<td>60 – 69 D</td>
<td>210.0 – 244.5 = D</td>
</tr>
<tr>
<td>0 – 59 F</td>
<td>209.5 – below = F</td>
</tr>
</tbody>
</table>
### COURSE RELATED POLICIES

#### ATTENDANCE

This section contains very important information for you to read and understand.

Regular attendance in classes is considered essential. All students are expected to be present and on time at all scheduled class meetings. Attendance will not be factored into the student’s overall grade computation. However, failure to attend may result in being dropped from this class. Please contact your instructor immediately regarding attendance issues.

#### DEADLINES

This section contains very important information for you to read and understand.

Please be aware that the deadlines set forth in this syllabus are, in fact, deadlines. Late work will not be accepted, unless you contact your instructor in advance or contact your instructor regarding an emergency situation that prevents you from meeting a deadline for submission of work. You must also provide documentation of the situation.

All late work will be penalized three (3) points per class period that it is late.

#### MISSED EXAMS

This section contains very important information for you to read and understand.

Exams not taken during the assigned class period must be taken in the Testing Center ASAP. You must contact your instructor regarding taking an exam in the Testing Center. Exams placed in the Testing Center have a deadline of one week (7 days) after the original exam has been given in class. After the deadline has expired, the exams are removed from the Testing Center. Failure to contact your instructor to make up the exam may result in missing the exam completely.

#### INSTRUCTOR EXPECTATIONS

Teaching philosophy:
- learning is important, requires effort, and must be life long.
- learning should be fun, and can be very exciting.
- we all learn differently and gain knowledge from many diverse sources.
- “memorize and regurgitate” results in “shallow learning” and is unlikely to be useful in this class.

Classroom philosophy:
- this is a Cooperative Learning Community that is conducive to learning.
- it is important that we all work and learn together as much as possible.
- this is an important, special, and unique environment for personal growth.

Expectations of Students:
- be in attendance, prepared, and engaged in the course.
- respect all members and all points of view.
- begin and/or continue to develop critical thinking skills.
- relate course concepts to your own life.

#### WITHDRAWAL

Withdrawal results in a grade of “W” and may be effected through action taken by the student, instructor, or the instructor’s immediate supervisor. Student’s who wish to withdraw from this course, should initiate withdrawal procedures with the Campus Admissions and Records Office prior to the published deadline for withdrawal.

#### INCOMPLETE

Students will be granted an incomplete on a case by case basis after meeting with the instructor.

#### SCHOLASTIC HONESTY/ETHICAL CONDUCT

“Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to tests, quizzes, classroom presentations, and homework.” (Student Handbook 2006-2007). The instructor will be responsible for specifying the penalty that will be assessed for violation of this policy.

#### ACADEMIC FREEDOM/LEARNING ENVIRONMENT

In any course that includes discussion and critical thinking, there are bound to be many differing viewpoints, especially on sensitive, controversial topics. We must respect the views of others and create an atmosphere where both the students and the instructor are encouraged to think, learn, and share information. Viewpoints that are carefully thought and expressed in an organized, orderly manner can be used to enhanced learning. These viewpoints as well as any feedback or general comments must be provided in a non-offensive, respectful manner. Your course grade will not be adversely affected by the viewpoints that you may express in class or on assignments. Instead, the grade will be based on your knowledge and understanding of concepts and principles within the specific subject area as well as their theoretical and research-based foundations and applications.

#### INSTRUCTIONAL SUPPORT SERVICES

OFFICE OF STUDENTS WITH DISABILITIES

Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester. ” (Student Handbook 2007-2008)
# COURSE OUTLINE/CALENDAR

## Tentative Topical Outline: PSYC 2301 Introduction to Psychology

*Note: This course outline may vary due to interruptions, attention needed to various topics, etc.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/7</td>
<td>Introduction, syllabus review, Homework and Research Project assigned; Critical Thinking.</td>
</tr>
<tr>
<td>7/8</td>
<td>Critical Thinking cont'd; <em>What is Psychology?</em> (Ch. 1) History, Scientific Method;</td>
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<tr>
<td><strong>7/9</strong></td>
<td>Ch. 1 cont'd; <em>Biology &amp; Psychology</em> (Ch. 2) Evolutionary Psych, neurons,</td>
<td><strong>Indiv Assignment #1 ASC Due</strong></td>
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<tr>
<td><strong>7/10</strong></td>
<td>Neurons Cont'd; neurotransmitters, Nervous Systems CNS: Spine/Brain [Hind, Mid &amp; Forebrain + Cerebral Cortex];</td>
<td><strong>Indiv Assignment #2 APA Style Due</strong></td>
</tr>
<tr>
<td><strong>7/11</strong></td>
<td>Biology cont'd: Endocrine System; <em>Voyage Through the Lifespan</em> (Ch. 3) – Prenatal, Adolescence, Adulthood, Death &amp; Dying</td>
<td><strong>Research Project Section #1 Due</strong></td>
</tr>
<tr>
<td>2</td>
<td>7/14</td>
<td>Ch. 3 cont'd: <em>Sensation and Perception</em> (Ch. 4) – Intro to Sensation &amp; Perception, Vision.</td>
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<tr>
<td>7/15</td>
<td>Audition, Olfaction, Gustation, Tactition, Vestibular, Pain.</td>
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<tr>
<td>7/16</td>
<td>Consciousness (Ch. 5) –Introducing Freud, Sleep &amp; dreams; Fantasy prone personality.</td>
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<tr>
<td>7/17</td>
<td>Consciousness cont'd: Hypnosis;</td>
<td>[Exam #1 review]</td>
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<tr>
<td><strong>7/18</strong></td>
<td>EXAM #1 (Chs 1-5); Learning (Ch. 6) Classical Conditioning, Taste aversion;</td>
<td><strong>Research Project Section #2 Due</strong></td>
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<td>3</td>
<td>7/21</td>
<td>Operant Conditioning: Thorndike’s Law of Effect, Reinforcement / Schedules, Shaping;</td>
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<tr>
<td>7/22</td>
<td>Memory (Ch. 7) – 3 Kinds / 3 Processes / 3 Stages, Forgetting, Improving memory</td>
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<tr>
<td>7/23</td>
<td>Cognition &amp; Language (Ch. 8) – Problem Solving, Reasoning.</td>
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<tr>
<td>7/24</td>
<td>Language &amp; Cognition; <em>Intelligence &amp; Creativity</em> (Ch. 9); History of Testing; Gardner.</td>
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<tr>
<td><strong>7/25</strong></td>
<td>Sternberg, Binet &amp; Weschler, Creativity, Measurements &amp; Determinants of Intelligence.</td>
<td><strong>OFFICE VISIT DEADLINE</strong> ; <strong>Research Project Section #3 Due</strong></td>
</tr>
<tr>
<td><strong>7/28</strong></td>
<td>Motivation &amp; Emotion (Ch. 10) – Maslow, Satiety.</td>
<td><strong>Indiv Assignment #3 Dinner Due</strong></td>
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<tr>
<td>7/29</td>
<td>Motivation &amp; Emotion cont'd: Emotions, Lie Detectors;</td>
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<tr>
<td>7/30</td>
<td>Personality (Ch. 11) Multiple perspectives.</td>
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<tr>
<td>7/31</td>
<td>Personality cont'd;</td>
<td>[Exam #2 review]</td>
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<tr>
<td><strong>8/1</strong></td>
<td>EXAM #2 (Chs 6-11) Stress, Health, &amp; Adjustment (Ch. 13) – Types of Stress;</td>
<td><strong>Research Project Section #4 Due</strong></td>
</tr>
<tr>
<td>4</td>
<td>8/4</td>
<td>Stress cont'd: Irrational Beliefs, role of Personality, G.A.S.; <em>Psych! Disorders</em> (Ch. 14) 3 cases;</td>
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<tr>
<td>8/5</td>
<td>Psych Disorders cont'd: Anxiety Disorders, Dissociative, Somatoform,</td>
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<tr>
<td>8/6</td>
<td>Psych Disorders cont'd: Mood Disorders, Schizophrenia, Personality Disorders; <em>Methods of Therapy</em> (Ch. 15) Historical Review,</td>
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<tr>
<td><strong>8/7</strong></td>
<td>Methods of Therapy cont'd: Types of therapies; <em>Social Psychology</em> (Ch. 16) Attitudes;</td>
<td><strong>Research Project Section #5 Due</strong> + <strong>Indiv Assignment #4 Abstract Due</strong></td>
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<tr>
<td><strong>8/8</strong></td>
<td>Social Perception, Social Influence;</td>
<td><strong>Indiv Assignment #5 Good Deed Due</strong></td>
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<tr>
<td>8/11</td>
<td>Social Psychology cont'd: Group Behavior;</td>
<td>[Exam #3 review]</td>
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<tr>
<td><strong>8/12</strong></td>
<td>EXAM #3 (Chs 13-16.) Alas, this day has come . . . . . . . .</td>
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Last Review of Syllabus: June 17, 2010
This replaces text on Page 22 of the 2007-08 student handbook:
Texas recently passed a state law which states that students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Therefore, this page is a supplement to your syllabus.

Adding, Dropping, or Withdrawing from a Course
Adding, dropping, or withdrawing from a course may affect financial aid, veterans' benefits, international student status, or academic standing. See an advisor, counselor or your instructor before making changes.

Adding or dropping a course (schedule changes): Students may add or drop a course before open registration ends or during the session's official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds.

Withdrawing from a course: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

STUDENT SUMMARY GUIDE FOR USE OF ACC TESTING CENTERS

In order to ensure test integrity and adequate space for testing, the following summary guidelines have been established: the entire guidelines are available in any Testing Center and will be issued by your instructor via course syllabi or other verbal or written information -- which you are expected to follow.

1. You are required to have a current ACC student I.D. and an acceptable photo I.D. in order to test. An official fee receipt marked “Paid” may be substituted temporarily until your ACC student I.D. is obtained. An acceptable photo I.D. includes:
   A. Current Drivers License, Department of Public Safety I.D., or Department of Defense I.D.;
   B. Current Resident Alien Card or Passport;
   C. Digitally-produced photo from a recognized company (i.e. Sam’s Club), bearing your name;
   D. A temporary ACC Testing Center photo I.D. ($5.00 fee); or
   E. Accompanied by an instructor for personal I.D. (student must test at that time).

2. You are required to complete the Student Test Request Form. For re-testing, you must provide the yellow student copy from the original test. Initial and re-testing on the same day is not allowed. If the test deadline has passed, you must also bring written permission from your instructor.

3. Any student suspected of and/or caught cheating (including the use of unauthorized materials during testing) is considered scholastic dishonesty. You will be referred to the appropriate administrator. Disciplinary actions for scholastic dishonesty range from exclusion from Testing Centers to expulsion from ACC. You may refer to the ACC Student Handbook for disciplinary policies and procedures. You may also be subjected to disciplinary action for behavior that significantly interferes with or disrupts Testing Center operations.

4. Bring only the materials allowed by your instructor for the given test. Approved items such as English dictionaries (non-electronic), Scantron answer sheets, and all types of paper are provided by the Testing Centers. All other items (pagers, cell phones, laptops, purses/wallets, calculator/pencil cases, food/tobacco items, etc.) must be stored elsewhere, in a locker, or shelved in the Testing Center at your own risk. Children are not allowed in the Testing Centers.

5. You are responsible for the return of your locker key to Testing Center staff. Your property will not be surrendered in the case of a lost key until a report is filed with Campus Police. The incident will be reported to Student Services and a hold will be placed on your record until the key is returned or replaced.

6. You may be assigned seating in the Testing Center. When the Testing Center is full, you will be placed on a waiting list, issued a ticket, or be asked to line up outside the Testing Center. Only one test is allowed per sitting; you must leave the Testing Center and begin the process again for a second test. You may not leave the Testing Center for breaks while testing (except for a medically verified reason), otherwise, your test must be turned in to be graded.

7. Testing for a grade of Incomplete requires an Incomplete Grade Form or verification from Admissions and Records and instructor signature.

8. If an answer key is available, your test will be graded and you will be given your raw score. Once the test has been scored, it cannot be reviewed or examined again in the Testing Center; contact your instructor for feedback. Keep the yellow copy of the Student Test Request Form for the remainder of the semester for proof you took the exam and that the grade was posted.

9. All exams must be turned in no later than thirty (30) minutes after closing – NO EXCEPTIONS. No students will be admitted and no distribution of new test materials will be allowed after closing time. Hours of operation for the Testing Centers are located at http://www2.austincc.edu/testctr/.
Individual Course Assignments: Total 100 points (29% of grade)

A. INSTRUCTOR OFFICE VISIT  (30 points 8% of total course grade)
You are required to visit with your instructor during the instructor’s posted office hours (consult the syllabus for official office hours) a minimum of one (1) time prior to the deadline stated in the course syllabus calendar. During this visit you can discuss any aspect of the course. This includes, course topics, your academic progress, assignments, exams, research paper etc.

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1. Introduction to the Academic Search Complete database  (20 points)
This assignment requires that you visit an ACC Library (5 points), receive instruction from ACC Library personnel on using the ASC system, conduct a search using one of the terms listed below (10 points), and provide documentation of your search (5 points). Documentation means that you provide ONLY the Abstract (summary) page of the study. To demonstrate that you received instruction on ASC the ACC personnel may provide you with their business card or a signature on your printed documentation.

SearchTerms: Sex Differences in the Brain  Placebo Effect  Nocebo Effect

2. AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE ASSIGNMENT  (20 Points)
Please identify the following information regarding writing in APA style (maximum of two paragraphs). This is an on-line research assignment and may take a little tenacity. The most useful starting place will be www.apa.org.

1. Identify the complete title of the reference book the sets out the APA’s writing rules and guidelines. (3 points)
2. What does it mean to write in “APA style”? (3 points)
3. Print and provide the PsycINFO “Search Tips” page. (5 points)
4. Print and provide the PsycINFO “Online Search Basics” [2 pages] (5 points)
5. What is “Monitor on Psychology”? Provide one page of documentation. (2 points)
6. What is “PsycPORT”? Provide one page of documentation. (2 points)

3. Dinner With A Friend  (20 Points)  [three paragraph maximum]
First, select one meal for this assignment. It is not required that you complete this assignment with another person, but it would probably be more “palatable” (pun intended!). Place your regular size food portions on your plate. You are allowed only one “helping” of each item. Absolutely no second helpings! You must “pace” your dining so that your meal is not consumed in less than twenty (20) minutes. This means that it must take you at least twenty (20) minutes to finish what you have on your plate. Do not consume alcohol before or during this meal. (10 points)

Next, summarize your dining experience (one paragraph maximum). Describe what you ate, where you dined, and identify anyone you dined with (names not required). In the second paragraph, provide at least two (2) observations you made with regard to the meal, including any emotions you experienced during this undertaking. (10 points)

4. Research Project Abstract  (20 Points)
Write an abstract for the Scientific Method Research Project your group conducted. This must be submitted with your group’s Section #5 assignment. An Abstract is a brief description (summary) of the highlights (research, methodology and results) of an experimental study, and is one paragraph in length. Abstracts should be written in an active voice (“Results showed” . . . not “It was found that”), be 100 words or less in length, have no indentions, and arranged in the same order as your study. Generally, you should identify the purpose of your study, hypothesis and results.

Note: Consult the APA writing rules and guidelines as well as review the Abstracts of several published studies Also consider using ASC and APA’s PsychINFO’s sample Abstracts to assist with drafting your Abstract.

5. Doing A Good Deed  (20 Points)  [two paragraph maximum]
Perform one “good” deed (10 points) for a person you do not know. You cannot accept any kind of compensation in exchange for the good deed. Giving money to someone else is not considered a good deed for the purpose of this assignment. This deed cannot be connected with your employment or volunteer activities, and must be performed between the “assigned” and “due” dates listed on the course calendar.

Please provide a one paragraph summary of your deed and include the date and location of the deed (10 points). In the second paragraph, state why you chose your recipient, any observations you made, and include your emotional responses you experienced.

NOTE: DO NOT place your self in a situation that could compromise your safety and/or well-being.
Scientific Method Project Requirements = 100 Points (29% of total grade)

**Objective:**
To gain experience formulating a hypothesis, conducting research and writing a paper in American Psychological Association format, as well as predicting outcomes of research that reflects the subject matter in Chapter One, specifically the Scientific Method. This project also provides an opportunity to strengthen reasoning and critical thinking skills through writing. This opportunity emphasizes the relationship between logical, organized, and critical thinking and communicating via writing and/or speaking. All submitted assignments must be typed; handwritten assignments will not be accepted. All group members must participate in the project. Participation is evidenced by signing each assignment. Failure to sign each section before submission will result in that student not receiving the designated points. No signature, no points. All group members receive the same grade for each group assignment. There are five (5) sections of this project, and each section is explained below:

**Research (Literature Review) and Hypothesis (20 points)**

Please include a Title Page as a cover sheet for this section. It must contain all member names.

1. (4 points) **Each** member of the group must draft and submit a preliminary hypothesis statement to be submitted with the literature review explained below (item #2). Group members will select one (1) hypothesis from their group’s preliminary hypotheses to be tested in their experiment.

2. (16 points) Each group must conduct a literature review on the subject matter. The group must synthesize that information into one comprehensive literature review. A literature review is a brief review of the studies that are directly related to your hypothesis. Since only preliminary hypotheses have been generated at this point, the literature review will be focused on the subject matter (10 points). Be sure to provide the technical name (3 points) and explanation of the process (3 points) of the subject you are studying.

**Formal Hypothesis and Design (20 points)**

1. (10 points) Each group must select one hypothesis to test. The hypothesis can be from one individual or more than one group member. It must be limited to one sentence and must include the following three parts:

   1. ______________________________________ (leads to) ______________________________________
   2. CAUSE
   3. WHY / HOW does this cause result in this effect?

2. (10 points) Each group must devise a basic experiment to test their hypothesis. Draft a statement describing how you will test your hypothesis. Be as specific and thorough as possible. Identify the Independent and dependent variables. Be sure to provide a clear explanation of how the study is to be executed and operationally define any terms that may need clarification.

**Conduct the Experiment (20 points)**

Test the claim! Put your design into action. This can be carried out individually or as a group. Submit a statement summarizing the experiment. Describe how the experiment was completed in no more than two (2) paragraphs.

**Recording the Results (20 points)**

Describe what happened. State whether you confirmed or failed to confirm your hypothesis. Provide a list of participants and state where and when each participant conducted the experiment and any other relevant information. You may also include any graphs, charts or other visual aids you have created.

**Discussion and Abstract (20 points)**

(15 points) State why you confirmed or disconfirmed your hypothesis. Evaluate your research (data and methods) in terms of the strengths and weaknesses. Were you able to find sufficient research? Why or why not? Does the research have a narrow or broad focus with regard to your topic (quantity/quality)? What are the resulting advantages and disadvantages of having adequate or inadequate information related to your subject? Evaluate the quality of the data that you reviewed. What are the possible explanations for your findings? Were there any limitations or major errors? State any conclusions you have. How / Why would you change your hypothesis in a future investigation? What do your results suggest? Did you accomplish what you set out to do?

(5 points) **References:** Please provide all the references you used throughout this study. Be sure to use American Psychological Association (APA) format, list all sources cited in alphabetical order (i.e., all that appeared in your paper), and double space between and within each citation.

**NOTE: SUBMIT YOUR ABSTRACT WITH THIS ASSIGNMENT**

Each member of the group must submit an Abstract for this project. It is to be submitted with this section and more information regarding this part of the assignment is included with the “Individual Assignments” descriptions.