PSYCHOLOGY 2301   INTRODUCTION TO PSYCHOLOGY

Fall Semester 2008

Instructor: James Plakovic
Course Title: Introduction to Psychology
Course Abbreviation Number: PSYC 2301
Course Section & Synonym #’s: COURSE SECTION: 076  COURSE SYNONYM: 24572
Time & Location of class: Tue & Thu: 12:30 a.m. - 1:45 a.m.  Room 220
Round Rock Higher Education Campus 16 Weeks
Start Date: 8.25.2008  End Date: 12.14.2008
Holidays: Labor Day 9/1 (Mon) & Thanksgiving Day 11/27 no class
Instructor’s Office Hours: Tu & Thu: 11:45–12:20 p.m.
Room 462 @ 716-4642 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: Rnd Rck Higher Ed Campus: Rm #462 Phone: @ 716-4642
Conferences:
contact outside of office hours: By appointment   mrlakvy@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).

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%)
Group/Sci Method Project: 105 points total  30.0%
Individual Assignments: 105 points total  30.0%
Office Visit: 20 points total  6.0%

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

<table>
<thead>
<tr>
<th>%</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
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<td>80 – 89</td>
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<td>60 – 69</td>
<td>D</td>
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<td>0 – 59</td>
<td>F</td>
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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 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 may not be accepted after it is one week late, 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.

### BONUS WORK

You must first contact your instructor to be assigned the Bonus assignments. The deadline for being assigned Bonus work is the end of the fourteenth week of the semester.

### 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 2008-2009)*
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Beginning</th>
<th>Content</th>
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<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Introduction, syllabus review, Homework (individual &amp; group) assigned; Critical Thinking;</td>
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<tr>
<td></td>
<td>8/28</td>
<td>What is Psychology? (Ch. 1) History of Psych; Psych as a science; Intro to Scientific Method</td>
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<td>2</td>
<td>9/2</td>
<td>Scientific Method; Biology &amp; Psych (Ch. 2) Evolutionary Psych;</td>
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<td></td>
<td>9/4</td>
<td>Neurons; Neurotransmitters; Nervous Systems</td>
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<td>3</td>
<td>9/9</td>
<td>The Brain: Hind, Mid &amp; Forebrain; Cerebral Cortex</td>
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<td></td>
<td>9/11</td>
<td>Endocrine System; Voyage Thru the Lifespan (Ch. 3) Prenatal, Adulthood, Death &amp; Dying;</td>
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<tr>
<td>4</td>
<td>9/16</td>
<td>Sensation &amp; Perception (Ch. 4) Vision; Audition; Offaction, Gustation</td>
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<td></td>
<td>9/18</td>
<td>Taction, Vestibular &amp; Kinesthesia, Pain, E.S.P.; Consciousness (Ch. 5) Freud</td>
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<td>5</td>
<td>9/23</td>
<td>Sleep/dreams; Fantasy Prone; Hypnosis; Drugs &amp; alcohol;</td>
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<td>9/25</td>
<td>Exam #1 review; Learning (Ch. 6) – Classical Conditioning;</td>
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<td>6</td>
<td>9/30</td>
<td>EXAM #1 (Chs 1-3); Exam Reviews (Chs 1-5) Due</td>
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<td>10/2</td>
<td>Taste Aversion; Operant Conditioning; Law of Effect; Remains</td>
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<td>7</td>
<td>10/7</td>
<td>Schedules of Reinforcement; Memory (Ch. 7) 3 Kinds of Memory</td>
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<td>10/9</td>
<td>Deadline for Office Visit; 3 Processes &amp; 3 Stages of Memory; Forgetting, Improving memory;</td>
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<td>8</td>
<td>10/14</td>
<td>Cognition &amp; Language (Ch. 8) Problem Solving; Reasoning &amp; Language</td>
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<td>10/16</td>
<td>Intelligence &amp; Creativity (Ch. 9) History; Measurement of Intelligence; Creativity</td>
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<td>9</td>
<td>10/21</td>
<td>Motivation and Emotion (Ch. 10) – Maslow; Satiety; Emotions;</td>
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<td>10/23</td>
<td>Personality (Ch. 11) Psychodynamic, Trait and Learning Perspectives</td>
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<td>10</td>
<td>10/28</td>
<td>Sociocultural Perspective; Measurement of Personality;</td>
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<td>10/30</td>
<td>EXAM #2 (Chs 6-11) Exam Reviews (Chs 6-11) Due</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td>Stress, Health (Ch. 13) stress: Type A personality; Selye’s G.A.S.; Effects of stress on the body</td>
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<td>11/6</td>
<td>Psych Disorders (Ch. 14) Three cases; classifying disorders; History of disorders;</td>
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<td>12</td>
<td>11/11</td>
<td>Anxiety disorders; Dissociative disorders; Somatoform disorders</td>
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<td>11/13</td>
<td>Mood disorders; Schizophrenia; Personality disorders;</td>
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<td>13</td>
<td>11/18</td>
<td>Methods of Therapy (Ch. 15) What’s Therapy?; History of Therapy</td>
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<td>11/20</td>
<td>Types of therapy</td>
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<td><strong>Last day to drop 11/24</strong></td>
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<td>14</td>
<td>11/25</td>
<td>Social Psychology (Ch. 16) – Attitudes; Social Perception;</td>
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<td>11/27</td>
<td>Deadline for Requesting Bonus Assignments</td>
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<td>Thanksgiving 11/27 NO CLASS</td>
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<td>15</td>
<td>12/2</td>
<td>Social Influence; Group Behavior; Bystander Apathy; Altruism</td>
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<td>12/4</td>
<td>Gender and Sexuality (Ch. 12) Gender Differences; Gender Typing; Attraction; Sexual Response; Exam Reviews (Chs 12-16) Due</td>
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<tr>
<td>16</td>
<td>12/9</td>
<td>Sex dysfunction Sex’l coercion, S.T.D.’s; Exam #3 Review</td>
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<td>12/11</td>
<td>Exam #3 (Chs 13-16) Alas, this day has come . . . . . . .</td>
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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 Driver's 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.; or
   E. Accompanied by an instructor for personal I.D. (student must take 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 105 points (30% of grade)

A. INSTRUCTOR OFFICE VISIT (20 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.

1. Introduction to the Academic Search Complete (ASC) database (6 points)
This assignment requires that you visit an ACC Library to receive instruction from ACC Library personnel for using the ASC system, then conduct a search using one of the terms listed below (3 points), and provide documentation of your search (3 points). Documentation means that you provide ONLY the Abstract (summary) page of the study.

SearchTerms: Sex Differences in the Brain Placebo Effect Nocebo Effect

2. Preliminary Hypothesis Statement Assignment (10 Points)
Draft and submit a preliminary hypothesis statement for your group assignment (item #2). Group members will select one (1) hypothesis from their group’s preliminary hypotheses to be tested in their experiment.

1. CAUSE (5 points) (leads to) 2. EFFECT
3. WHY / HOW does this cause result in this effect? (5 points)

3. American Psychological Association (APA) Style Assignment (15 Points)
Please identify the following information regarding writing in APA style. This is an on-line research assignment and may take some 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. (1 point)
2. What does it mean to write in “APA style”? (2 points)
3. Print and provide one (1) page of PsycINFO’s “Search Tips”. (4 points)
4. Print and provide one (1) page of PsycINFO’s “Online Search Basics” (4 points)
5. What is “Monitor on Psychology”? Provide one (1) page of documentation. (2 points)
6. What is “PsycPORT”? Provide one (1) page of documentation. (2 points)

4. Dinner With A Friend (8 Points)
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 or alcohol before or during this meal! Pace your dining so that your meal is not consumed in less than twenty (20) minutes. It must take at least twenty minutes to finish what you have on your plate. (4 points)

Next, summarize your dining experience. Describe what you ate, where you dined, and identify anyone you dined with (names not required). In a second paragraph, provide at least two (2) observations you made with regard to the meal, including any emotions you experienced during this undertaking. (4 points)

5. Research Project Abstract (10 Points)
Write an abstract in APA Style (size 12 Times New Roman font, single spaced) (3 points) for the Scientific Method Research Project your group conducted. This must be submitted with your group’s Section #5 assignment. An Abstract is a concise summary of your project (research, methodology and results), 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 (5 points), have no indentations, and arranged in the same order as your study (2 points). 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.

6. Doing A Good Deed (8 Points) [two paragraph maximum]
Perform one “good” deed (4 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 (4 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.

7. Exam Reviews [48 Points] [Exams #1 & 3; 15 points (3 pts/ch. X 5 chs.); Exam #2: 18 points (3pts/ch. X 6 chs.)]
Summarize each chapter (approximately one page) from your text and class lecture material. Your summaries should be concise and include what you believe are the main points of the chapter. This assignment serves as a substantial portion of your review for each exam, so be as thorough as you need. Only minimal class time will be designated for each exam review and is dependent on time permitting prior to the published date of the exam in the course calendar. Exam reviews are due the of each exam, except for Exam #3. Exam #3 Reviews are due two classes prior to the last day of class.
Group Assignments: Total 105 points (30% of grade)

1. **Constructing a Neuron** (10 points)
   Construct a three-dimensional, model of a single neuron. Each group will be assigned a letter [A, B, C, or D]. Each letter group will have a specific neuron assigned to them. For example, all letter “A” groups will create a Sensory Neuron. You are responsible for all aspects of Construction (5 points). All parts must be clearly labeled. For grading, submit a picture of your neuron and a concise summary (5 points) of the function of your neuron and how it relates to other neurons in a one (1) paragraph. Neuron models will be presented for grading during class but will not be retained by the instructor. Please consider using recyclable materials. Each group will need to informally present their project during class lecture.

2. **Formal Hypothesis** (5 points)
   Please include a Title Page as a cover sheet for this section. It must contain all member names. Each group must develop one hypothesis to test. The hypothesis can be from one individual or more than one group member. It must be limited to two sentences and must include the following parts:
   1. **CAUSE** (3 points)
   2. **EFFECT** (3 points)
   3. WHY / HOW does this cause result in this effect? (2 points)

3. **Literature Review** (25 points)
   Each group must conduct a literature review and prepare a summary of the research pertaining to your formal hypothesis (10 points). A literature review is a summary of the studies that are directly related to your hypothesis. This section must be a minimum of one (1) page in length. You are required to have a minimum of three (3) sources for this section (9 points). Be sure to provide the technical name (3 points) and explanation of the process (3 points) of the subject you are studying.

4. **Design Summary** (10 points)
   Each group must devise a basic test of 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. A minimum of 15 participants is required.

5. **Conduct the Experiment and provide a Summary** (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.

6. **Results / Methodology** (10 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.

7. **Discussion, References and Each Group Member’s Abstract** (25 points)
   (20 points) This section must be a minimum of one (1) page in length and contain a minimum of three (3) sources. 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:** Provide all the references you used throughout this study. Be sure to use American Psychological Association (APA) format, list all sources cited in your paper.

   **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.