

2013

PSYC 221 223 Research Method and Design I and Lab

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Research Method and Design I and Lab (PSYC 221 & 223; 3 Credit Hours)
Summer 2013
Tuesday and Thursday 9:00 – 12:15

Class Philosophy: If you can't be on time, be early.

Instructor: Dr. Cynthia Dulaney

Office: 202 Elet, 745-3535

Email: dulaney@xavier.edu

Office Hours: After class, most Tuesday and Thurs afternoons, and by appointment.

Texts:

Evans, A. N., & Rooney, B. F. (2011). *Methods in psychological research (2nd Ed.)*. Los Angeles, CA: Sage Publications.

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: Author.

Psychology Mission Statement: In keeping with the Jesuit, Catholic, liberal arts tradition, the Department of Psychology educates students in the science of behavior and mental processes with sensitivity toward the diversity of all people so students may use psychological knowledge and insight to address human concerns.

Course Objectives:

Welcome to the exciting world of psychological research! Well, exciting may not be the perfect descriptor, but understanding the process of research is important even if it is not "exciting." This class is designed to familiarize you with how scientists perform and report experiments that help lead us to a greater understanding of psychological processes. A large portion of the work in this course will be devoted to developing your critical thinking and reasoning abilities so that you will be able to evaluate existing research findings as well as design and present your own research ideas.

At the end of the Research Method and Design I course, you should have the following critical thinking skills:

1. Be skeptical, ask questions, and be willing to wonder.
2. Define a problem and examine the evidence.
3. Be cautious in drawing conclusions from the evidence.
4. Consider alternative explanations of research evidence.
5. Examine biases and assumptions, including your own.
6. Avoid emotional reasoning.
7. Whenever possible, do not over-generalize, do not oversimplify.
8. Tolerate uncertainty.

In addition, please remember the skills you will have obtained from all your hard work at the end of this course. Regardless of the career or job you pursue, you should remember to put the skills obtained from this class on your resume:

Ability to critically evaluate published research
 Ability to develop research hypotheses
 Ability to design research to answer questions
 Ability to use statistical software
 Ability to write concisely
 Ability to present a professional document
 Ability to edit other's writing

Evaluation

Final Course grade: The following percentages will be used to determine your final course grade:

A = 93-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59

1) Midterm and Final: To evaluate your knowledge of research you will be given a mid-term and a comprehensive final exam. Exams will consist of multiple-choice, identify, and essay questions. Answers to the identify and essays must be well-written, coherent, and clearly indicate your understanding of the material.

Grading of exams: Students will be permitted to take a make-up exam only if they can provide sufficient documentation for their absence (e.g., a doctor's note). Otherwise, the student will receive a grade of 'zero' for the exam.

2) APA Exam: One of the goals of this class is for you to learn how to write according to scientific standards, specifically the standards of the American Psychological Association (APA). To that end, I hope that you "somewhat" master APA style (mastery can take years). I will cover the basics of APA style in class, and you will then take exams on APA. On traditional exams you are given a grade which represents the "percentage" of the content that you understand, and that is the final exam grade. Mastery works a little differently. The goal is to learn the material well; not just take one test and stop learning. I will administer four topical APA exams (e.g., grammar; citations). The grades on those exams will be averaged to compute your score for an overall APA exam performance. However, you then have the opportunity to take as many as four more comprehensive APA exams, or until you have mastered the material (an A). (Note the exams will have different questions but will cover the same material.) If you are satisfied with your grade at any time, you may stop taking the exams. The last date to take an APA exam will be two weeks prior to the final exam. Your highest grade on the exams will be used in my final grade sheet.

3) Research Papers: You will be involved in two phases of research design during the course of the semester. For the first phase, you will learn how to write parts of a research manuscript (e.g., literature review, summaries, method, results and discussions). The second phase will require you to write a research proposal. The goal of this aspect of the course is to teach you how to critique and synthesize existing research, to formulate your own research projects, and to communicate a research endeavor in an effective written format. See Guidelines on page 6 of syllabus.

Learning how to write using APA style and to write professional reports (such as an experimental paper) is extremely important for two reasons. First, while you are Xavier, you will be required to write other papers in psychology (as well as other disciplines such as nursing and social work) using APA style. Second, regardless of your career, it is extremely likely that you will be required to write reports that are professional in appearance and clear and concise in content (hallmarks of APA style). These skills will serve you well in the future regardless of your career path.

Grading of papers: Any graded item turned in after the beginning of class will receive an automatic 10% deduction for each 24-hour late period (a graded item turned in after class begins is considered late). No assignment will be accepted beyond one week after the due date.

On occasion you may email an assignment or paper to me in order to meet a due date deadline. However, you are required to give me a hard copy of the assignment/paper within 24 hours of the due time or it will be treated as a late assignment. (Exceptions to this policy may be made, but only with advanced agreement between the student and me.)

4) Peer Reviews: Throughout the semester you will bring **two typed, double-spaced** drafts of your work to class to be reviewed by your peers (feel free to print double-sided to save a tree). In addition, you will be completing peer review of your classmates' drafts. This peer review process will provide you feedback from your peers prior to turning in an assignment for a grade. Furthermore, you may be surprised by how much you learn about your own writing by critiquing the work of others. Two of your peers will critique your draft in class.

Grading of Peer Review: You will be graded on the quality of the peer review you complete for your classmates as well as the effort you put into the draft you turn in for peer review. In order to receive a good grade on the peer review, you will need to be familiar with APA style and be conscientious and thoughtful in your reviews.

Attendance is necessary to complete this part of your grade. Failure to attend class, except under extenuating circumstances, will result in a 0% for the assignment for that day.

5) Concept Maps: Concept maps are great tools for organizing a body of information beyond simply restating a series of facts. If you can produce a good concept map, then it indicates that you understand the material and how the concepts within a set of material relate to each other. You will complete several concept maps throughout the semester, first developing concept maps of empirical journal articles for class assignments, then of your empirical journal articles used in your literature review of your research proposal, and finally of your research proposal.

6) Other Assignments: If you are not in class on the day of an in-class assignment, you will receive a zero for that assignment. If you are not in class the day a homework assignment is given, it is your responsibility to find out about those assignments, and to turn them in at the scheduled time. Late assignments will receive a 10% deduction for each day it is late, and no assignment will be accepted beyond one week after the due date. The assignments include: xu.tutor, online experiment, proposed topic and method forms (to be distributed in class), participate in department research pool.

Syllabus Quiz: I know, you are thinking “Really? A syllabus quiz.” As you review the syllabus, you will see this class is probably unlike any other class you’ve taken at Xavier and there are a variety of assignments, guidelines, and rules. To perform well in this class, you need to understand the complexity of what you are stepping into for this class, hence the syllabus quiz!

Xu.tutor: You are required to complete the first five quizzes on the xu.tutor with a 90% score or better: <http://www.xavier.edu/library/xututor/index.cfm>. I also encourage you to complete the last section (Finding full-text articles), but you will also receive coverage of this topic when we meet with the librarian about how to do literature searches. In addition to the required completion of xu.tutor, you can find general help for psychology-related research links at <http://www.xavier.edu/library/guides/psychology.cfm>

Online experiment: You will receive instructions in class regarding the link to the online experiment.

Design-relevant articles (DRA) summaries: On several occasions you will be required to read an empirical article that used a design methodology we are covering in class. You will need to write a summary of the article prior to class. However, these summaries are informal (in contrast to the ones you write for the Research Paper requirement). I will just be looking for evidence that you read the article prior to class, so that we can have a fruitful discussion of the article and the design decisions made in order to test the researchers’ hypotheses. You will need to identify the research hypothesis, the design type, independent and dependent variables, and control issues (e.g., random assignment, counterbalancing).

Research Participation: Each student will be required to complete three hours of research participation using the Psychology Department Research Pool. You will serve as a participant in research conducted by someone in the psychology department (e.g., graduate student, faculty member, or undergraduate student taking Psyc 222/224). You will be helping others with their research and gaining perspective of what it is like to be a participant. For those of you taking Psyc 222: Research Method and Design II in a subsequent semester, you will be allowed to use the Psychology Department Participant Pool for data collection for your independent project (conducted as part of Psyc 222). If you are unable to participate in research, we will negotiate an equitable alternative for you (typically a written summary of an empirical article). **Failure to show up** for participation in a research project for which you signed up will **result in a decrement** in your grade equivalent to the amount of credit you would have received had you completed the participation for that project.

*Note: If there are no research opportunities in the summer semester, this requirement will be altered or waived.

Course Evaluation:

Graded Item	Due Date	% of grade	Grade	(% x grade) = points earned
Syllabus quiz	May 14	1		
APA Topical Quiz 1*	May 14	0		
APA Topical Quiz 2*	May 16	0		
APA Topical Quiz 3*	May 21	0		
APA Topical Quiz 4*	May 23	0		
APA Comprehensive—schedule with me*		0		
*Final APA Exam Score (see p. 2 for calculation)	June 18	10		
Xu.tutor (1-5)	May 16	2		
Completion of online experiment	May 28	1		
Summary 1 draft; Peer Review	May 16	1		
Summary 2 draft; Peer Review	May 21	1		
Method and results draft; Peer Review	May 30	1		
Proposal Draft ; peer review	June 18	1		
Concept Map for Summary 2	May 21	2		
Concept Map for Summary 3	May 28	2		
Concept Map: literature review of proposal	June 18	3		
Concept Map: Hypotheses and method	June 18	3		
Summary 1	May 21	5		
Summary 2	May 23	5		
Summary 3	May 28	5		
Method and results	June 4	10		
DRA Summary 1	May 30	1		
DRA Summary 2	June 6	1		
DRA Summary 3	June 11	1		
Proposed Topic Form	June 6	0		
Proposed Method Form	June 13	0		
Final Proposal	June 25	15		
Exam 1	June 4	12		
Final Exam	June 20	12		
Research Participation (three hours)	June 20	5		
Total:		100		

Grading Policies

Minimal Requirements: You must complete both exams and the research proposal to complete this course. For example, even if you do well on exams and quizzes, such that you had a 60% or greater for the class, you are still required to complete a research proposal to receive a passing grade for the class.

You must also turn in all drafts that you submitted for peer review and the peer reviews you received from your classmates at the time your paper section or proposal is due. I will maintain these in a folder for you, and you may retrieve these from me at the beginning of the following semester.

Changing Grades: Every year a student requests that I raise his/her grade (e.g., because he doesn't want a C on his transcript, or she needs an A to maintain a scholarship). Try your hardest from the very first exam, and visit my office to discuss learning strategies, etc. DO NOT ASK me to raise your grade or allow you to do extra credit work. I will say no to either.

Grading Dispute: If you want to dispute a score you receive on an exam, paper or assignment, you must submit your reasons in writing. This policy is helpful for two reasons: First, if a score change is justified, it gives us a paper document as a record of the change. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. If you wish to dispute a grade after the end of the semester, see the University Catalog for details of procedure.

Plagiarism and Other Cheating: (see last two pages of syllabus for description)

"All work submitted for academic evaluation must be the student's own. The direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: A 'zero' for that assignment or quiz, an 'F' in the course or expulsion from the University" (Xavier University Catalog). ***Note that you will be required to complete a Plagiarism Contract, which outlines the consequences of plagiarism in this course. All instances of plagiarism will result in a report sent to the Department Chair and the Dean of your college. Furthermore, most instances of plagiarism will result in an F for the course.***

Please read pages 8 and 9 of this syllabus, which includes a more detailed description of plagiarism.

General Classroom Comments and Guide to Success

Be on time for class. I will generally make announcements and comments on assignments, etc. at the beginning of class. Furthermore, it can be difficult to catch up with what is going on if you miss the first few minutes of class (and disruptive if you ask the person sitting next to you to catch you up). It is also disruptive to the entire class to come in late.

Read, or at least skim, each assigned reading prior to class.

If you do not understand something that is discussed in class, please do not hesitate to ask a question. Chances are if you don't understand it, other students in the class are also confused.

If you plan to do well in this class, you should start working hard from the beginning as the class materials build on each other through out the semester. It is much harder and stressful to try to catch up with the material and skills at the end of the semester.

If you feel you are having trouble with writing, research, or understanding material, PLEASE see me early in the semester so that we can address the difficulties. We will develop a plan to assist you in mastering the material.

Go over your notes within a day or two after the class, while your notes are still relatively fresh in your head. I also recommend rewriting your notes and filling in with textbook materials as you rewrite.

When you study for exams, don't just memorize the material. Make sure you can provide examples of and apply the material.

Be aware that most of your assignments are typed and computers, disks, and printers do crash; power outages do happen! Plan ahead for such occurrences! Do not wait until the last minute to complete an assignment or print a copy of the assignment. Save the document in several places (e.g., hard drive and disk) and perhaps email it to yourself so you have it stored in another place. (However, some email accounts do not allow for easy opening or printing of documents, so check this out ahead of time if you are using it for a backup).

In case you were not aware, the credit system is designed such that a one semester credit should require approximately three hours of academic work per week. According to that formula, an A in this course should require approximately nine hours of academic work per week. I think you will see rather quickly that that formula is appropriate for this course—you will put in a lot of time and effort for this course.

Although you are expected to attend and participate in all classes, your cell phone is not. Please turn off your cell phone prior to entering the classroom. If a cell phone rings in class, it is disruptive to the class and disrespectful to the instructor and your classmates. If you need your cell phone on for a special situation, please notify me prior to the beginning of that class meeting.

Guidelines for Proposal

1. Experimental Design: The project must use an experimental design (e.g., not a correlational study or an opinion survey). Thus, you must manipulate a variable in your study. I generally will not allow you to use subject variables as one of your manipulated variables (e.g., gender), but I have allowed individuals to examine subject variables if the literature strongly warrants it (e.g., young vs. older adults). Under unusual circumstances, I might make an exception to this requirement.

Your idea does not have to be "original." That is, you are allowed to conduct replications of previous research. However, such projects should be replications with a "twist." That is, you basically replicate with a minor change in variable(s) or you test the same hypothesis in a different way.

2. Feasibility of project: You must propose a design that is feasible. If you are taking Research Method and Design II, you will actually complete your study within a semester. Therefore, you will most likely need to consider using college students due to their easy access. However, students in the past have conducted research with elderly individuals, for example. If you would like to conduct a study that requires off-campus resources, be aware that it may require a lot of extra work. I do not discourage such extra effort, I just want to make sure you are aware of such additional requirements. If you are not taking Research Method and Design II, I may allow a bit more flexibility in the participant population, as you will not actually be conducting the study the following semester. Also keep in mind that you only have one semester (Research Method and Design II) to complete the project. Although you may have grand ideas for an elaborate project, you can save those ideas for your graduate research.
3. Special populations or topics: Per Xavier's IRB, you cannot propose studies with children or on sexual or drug-related behavior, etc. without an approval by Xavier Universities IRB (see IRB website for more guidelines). However, you can ask students about their opinions of such behaviors, etc.
4. Ethics: Your proposed study will be required to follow ethical standards of research, as outlined by APA and XU's IRB. This semester, I will be responsible for overseeing that requirement. If you are taking Research Method and Design II, you will learn more extensive details about XU's IRB requirements.

Note to those students who intend to actually complete the proposed research in another semester (e.g., for Research Method and Design II or Occupational Therapy): Although you are only required to have four research articles for this course, you will need more when you actually conduct the research. Therefore, I strongly encourage you to consider what additional articles you may need as some articles may need to be ordered through interlibrary loan. Articles ordered through Inter-library loan can take several weeks to arrive.

Psyc 221 and 223: Research Method and Design I, Summer 2013

***This schedule is tentative. If there are any changes to this schedule, the changes will be announced during class. Therefore, it is your responsibility to attend class so that you will be aware of any changes to this schedule.

Date	Topic	Readings	Assignment Due
May 14	Scientific Thinking	Evans and Rooney: Ch. 1	Syllabus Quiz
	Evaluating Research Articles & APA Components of a Lit. Review APA Quiz 1 (clarity, bias, & style)	APA: Ch. 1 (pp. 9-11) and Ch. 2 Evans and Rooney: Ch. 2 and 14 APA: Ch. 3, Ch. 4 (pp. 87-111)	APA Quiz 1
	APA, plagiarism, and Summaries Ethics	APA Ch. 8 (pp. 125-137); plagiarism handout APA Ch. 1 (pp. 11-20) http://www.apa.org/ethics http://www.xavier.edu/library/xututor/index.cfm	Read Article 1: Crum and Langer
16	Measurement & Sampling	Evans and Rooney: Ch. 4, 5, and 6	
	Peer Review		Summary 1 draft
	APA Quiz 2 (citations and quotes); Ethics cont.	APA: Ch. 6 (pp. 169-179)	APA Quiz 2
	How to do literature searches	Guest: Vicki Young, Librarian Elet 101 at 11:00	Xu.tutors due
21	Intro to Experimental Research;	Evans and Rooney: Ch. 4, 5, and 6	Summary 1
	APA Quiz 3 (numbers)	APA: Ch. 4 (pp. 111-124)	APA Quiz 3
	Control Problems		Summary 2 draft: Bushman et al.
	Research Proposal	Elet 101 at 11:00	Concept Map
23	APA Quiz 4 (references)	APA: Ch. 6 (pp. 180-224)	Summary 2 APA Quiz 4
	Experimental Designs	Evans and Rooney: Ch. 7 and 8	
28	What goes in a Method section?	http://psychexps.olemiss.edu/Exps/labexperiments.htm	Complete online exp.
		Elet 101 at 9:00	Summary 3 Concept Map
	What goes in a results section?	Evans and Rooney: Ch. 13	Analyzing; results draft
30	Experimental Designs (cont.)	Sherman et al. (2009)	DRA Summary 1
	Peer Review		Method/results draft
	Research Proposal	Elet 101 at 11:00	
June 4	EXAM 1		EXAM 1
	Research Proposal		Method/results
	Literature Search	Elet 101 at 10:30	
6	Factorial Designs	Holland et al. (2005)	DRA Summary 2
	Research Proposal	Elet 101 at 11:00	Topic Form
11	Factorial Designs	Stark et al. (2008)	DRA Summary 3
	Research Proposal	Elet 101 at 10:00	
13	Small N Designs	Evans and Rooney: Ch. 9	method form
	Research Proposal	Elet 101 at 10:00	
18	Proposal peer review		proposal draft 2 Concept Maps: Literature Review Hypotheses and Method
	Quasi Experimental Designs Observational & Survey Research	Evans and Rooney: Ch. 11 Evans and Rooney: Ch. 10	Last Day: APA exam
20	Final Exam		
25; 5:00	(after official end of semester) --but gladly accepted earlier!		Research Proposal

Plagiarism

The guidelines on plagiarism set forth by the American Psychological Association (1992) states that "psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally" (p. 21). Furthermore, Xavier University's policy on plagiarism states "All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: A 'zero' for that assignment or test, an 'F' in the course, and expulsion from the University" (Xavier University Catalog, p. 52).

Clearly, plagiarism is a very serious offense. Given the serious nature of plagiarism, it is important to ensure that every student understands what is meant by plagiarism. What follows are descriptions, and examples of, various types of plagiarism, as well as some suggestions to help prevent plagiarism.

Copying and Paraphrasing

Direct copying, without proper citation. This type of plagiarism occurs when a student copies the published work of another author, word for word, and turns in the paper with no credit to the original author. Another instance of this type of plagiarism occurs when a student turns in a paper written by another student, however, the student turning in the paper treats it as his/her own work rather than that of the other student (Smyth, 1996).

Paraphrasing, without proper citation. In this type of plagiarism the student changes the wording of the original work but does not give the original author credit for his/her work. The following example was taken directly from Smyth, 1996.

Original version: The problem is that, whilst more severely affected children's impaired performance of motor skills is likely to evident, it can be difficult to recognize the cause of the difficulties experienced by those who are moderately or mildly affected (Smyth, 1992, p. 297).

Student version: By comparison with children who are seriously affected, the problems of those who have a minor motor skill impairment can be difficult to identify.

Comment: To avoid plagiarism, the student should cite Smyth, 1992.

Direct copying, citing, but not using quotations. This type of plagiarism occurs when a student cites an author and uses the author's exact words but does not put those same words in quotes. Because quotes are not provided, the reader assumes that the student has put the author's ideas in his/her own words rather than the author's.

Examples (taken directly from Hacker, 1991):

Original Source: If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists (Davis, p. 26).

Student Version: Davis noted that although the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

Comment: Even though the student cited the source, the student version would still be considered plagiarism because quotations were not used for the exact wording taken from the original source.

Using the structure and/or phrasing of the original source. Rather than putting the information in the student's own words, the student uses many of the author's word. Or the student substitutes the author's words with words similar in meaning, but maintains the author's original sentence structure. This form of plagiarism is typically the result of laziness on the part of the student.

Student Version: If the presence of a sign-language-using chimp was disturbing, it was also surprising to scientists studying animal behavior. (Example taken from Hacker, 1991)

Student Version: If the presence of a signing chimpanzee was unsettling for psycholinguists, it was also surprising information for comparative behaviorists.

Public Domain/Common Knowledge

Information that is considered to be common knowledge or in the public domain does not require the student to attribute that information to an original source. Common knowledge is defined as "facts that can be found in numerous places and are likely to be known by a lot of people" (Writing Tutorial Services, n.d., p. 3).

(Note: The following examples were taken directly from Writing Tutorial Services (n.d., p. 3).

Example: John F. Kennedy was elected President of the United States in 1960.

The above example presents information that is considered common knowledge and does not require a citation. However, the student should document interpretations of common knowledge, such as presented in the following example:

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation.

Comment: The phrase regarding President Bush's relationship with Congress is an interpretation made by someone and therefore a citation of that source should be provided.

Tips for Avoiding Plagiarism

Make careful notes. "It is easy to copy material from a book or article verbatim and, if this material is not enclosed within quotation marks, to forget that it is a direct quotation. Subsequently, when writing a paper the copied material can inadvertently be included without enclosing it within quotation marks and giving the page number of the source. Similarly, if you make a note of some idea which you find in a book or an article, be careful to record the source. Again it is easy to forget later that this was an idea suggested by another author, and to include it in a paper without proper acknowledgement. In such instances, plagiarism would be unintentional, and could be attributed simply to carelessness or forgetfulness. However, students cannot use carelessness or forgetfulness as excuses for, or defenses of, plagiarism" (Smyth, 1996, p. 65).

Use quotations. If you do use any verbatim sentences or phrases from the original source, put that information in quotation marks and provide the source.

Paraphrase. Make sure you are paraphrasing and not just substituting or rearranging a few words. The best way to ensure that you do not use the author's original words is to read the original source, set it aside for a few minutes, then write your version of the original source, without referring back to the original source. This technique will encourage you to use your own words and sentence structure rather than the author's.

Check your work. After writing your version of the original, compare your version with the original version. You should check to ensure that you did not use the author's wording and structure and also to check for the accuracy of your version.

Joint Projects. Note that some instructors may allow students to work together on projects/papers. However, unless explicitly mentioned by the instructor, assume that each student is required to turn in his/her independently-written version of the project/paper.

References

- American Psychological Association. (1992). *Ethical Principles of Psychologists and Code of Conduct*. Washington, DC: Author.
- Hacker, D. (1991). *The Bedford Handbook for Writers*. Boston: St. Martin's Press.
- Smyth, T. R. (1996). *Writing in Psychology: A Student Guide* (2nd Ed.) New York: John Wiley & Sons.
- Writing Tutorial Services, Indiana University (n.d.). Retrieved December 22, 2001, from <http://www.indiana.edu/~wts/wts/plagiarism.html>