**READING GUIDE**

Use the Reading Guide to help you study the assigned material in the textbook.

* 1. TAKE NOTES!
  2. Before class rehearse your knowledge of definitions and lists of terms.
  3. Practice coming up with examples of the concepts and theories that you might see in everyday life.
  4. Expect to be quizzed over the information identified in the Reading Guide.

**RA 1: Morling Ch 1 (pp 5-16)**

* What does it mean to say something is *empirical*?
* What are the steps of the Theory-Data cycle?
* How does the text define a research hypothesis?
* What are the components of a good theory?
* What does it mean to say a theory is *falsifiable*?
* What does it mean to say a theory is *parsimonious*?
* Be able to explain the differences between *basic*, *applied,* and *translational* research and give an example of each.

**RA 2: Morling Ch 2 (pp 24-38)**

* What are two problems with drawing conclusions from everyday life experience?
* What is a *confound?*
* Read about Brad Bushman’s catharsis study. Why do you think people have a hard time believing the results of this study, even though it has been replicated many times?
* What does it mean to say that research is *probabilistic?*
* What are two problems with basing conclusions on intuition?
* What is the *availability bias* and the *present/present bias*?
* What is the *confirmation bias?*
* What is the *bias blind spot?*

**RA 3: Morling Ch 6 (pp. 165-174)**

* What is *observational research*?
* Under the section “Some Claims Based on Observational Data,” what are the three different methods of recording observational data described?
* What is *observer bias?* What are *observer effects?*
* Read the story of Clever Hans (it’s a classic.)
* What is a *codebook*, and why is it important?
* What is *interrater reliability?*
* What is a *masked* or *blind* design?
* What is participant *reactivity*? What are the three solutions the text recommends to counteract reactivity?
* What are the ethical concerns facing researchers doing observational research?

**RA 4: Morling Ch 3 (pp 58-60) & Ch 5 (pp. 118-122)**

* What is a variable?
* What is the difference between a conceptual, manipulated, and measured variable?
* What is an *operational definition* and how is it used in research?
* What are the three types of measures described in the text?
* Which type of operational measurement is best?

**RA 5: Morling Appendix (pp 505-516) & APA Pub. Ch 2**

* What are the names of the major sections of an APA style research report? (There are 7, counting the References page.)
* Be sure you know one thing about each section – either something about its format or one thing it should contain.
* Look over this material to familiarize yourself with the resources. You do not have to read this carefully right now, but note to yourself where you might go back for help later when you are writing your papers.
* Look over p. 525-535 in Morling and pp 41-53 in the Publication Manual to see mock-ups of APA style papers.

**RA 6: Morling Ch 3 (pp 61-68)**

* What are the three types of research claims described in the text?
* What are the two distinguishing features of frequency claims?
* What distinguishes an association claim from a frequency claim? What distinguishes it from a causal claim?
* What do positive, negative, and zero associations (or correlations) mean about two variables?
* How does an association claim help us make predictions?
* How does a causal claim go further than an association claim?
* What are three criteria that need to be satisfied for us to feel confident about a causal claim?

**RA 7: Morling Ch 3 (pp 68-79)**

* What is *construct validity*?
* What is *external validity*?
* What is *statistical validity*?
* How are construct, external, and statistical validity used in examining frequency claims?
* How are these three types of validity used to examine association claims?
* What are Type I and Type II errors? How are they different?
* What is an *experiment* and how is it different from other types of research?
* What is *internal validity*?
* What is the difference between the independent and dependent variable in an experiment?
* Why is *random assignment* important in establishing causal claims?
* How are construct, external, internal, and statistical validity used in examining causal claims?

**RA 8: PowerPoint on Design Validity**

* Study the PowerPoint posted on eLearn for this lesson
* Analyze the example given in the PowerPoint presentation.
* What are the areas to examine about a study when critiquing its validity?

**RA 9: Morling Ch 4 & APA pp 11-20**

* What are the three ethics violations that were committed in the Tuskegee syphilis research?
* What are the two ethical questions highlighted in relation to the Milgram obedience studies?
* What is the Belmont Report? What are the three ethical principles emphasized in the Report?
* What is *informed consent?* How could *coercion* or *undue influence* be applied in research? What kinds of people are most vulnerable to threats to autonomy in research participation?
* APA has 5 general ethical principles, which include the three highlighted in the Belmont Report. What are the additional two?
* What is an Institutional Review Board? What is its purpose and who serves on one?
* Know the basics of a good informed consent statement.
* Be able to describe the difference between deception by *omission* and by *commission.* *What* are the arguments in favor of deception? What about against it?
* What is a debriefing?
* What are the three types of research misconduct related to data or reporting of data?
* Ethical standards for animal research require researchers to house and care for animals humanely. What are the three “R’s” that are additional ethical considerations?
* Look over the standards outlined in the APA Publication Manual related to reporting and publication of research, as well as intellectual property rights.

**RA 10: Online guide & APA Pub Ch 6**

* Complete the online tutorial
* Look over APA Publication Manual Chapter 6. You do not have to try and learn all of this!! Just figure out where to find the information you need when you need to check the format of a type of citation or reference.

**RA 11: Morling Ch 6 (pp. 153-164) & PowerPoint: Survey Questions**

* Know the differences between these formats for survey items: open-ended; forced-choice; Likert-type; semantic differential.
* What are the four concerns about writing good survey items highlighted in the text?
* What are the three additional recommendations highlighted in the PowerPoint supplement?
* What is the problem known as “yeah-saying” or acquiescent responding? How do you reduce this when writing a scale?
* What is “fence-sitting?” How do you reduce this when writing a scale?
* What is *socially desirable* respondingand why is it a problem for researchers? What are some ways to counteract it?
* What do the Nisbett study on stocking choice and the study of Amazon reviews show about people’s self-reports?
* What are the two important findings from studies about memory of important events?
* Overall, what kinds of information about people can be obtained reliably from self-report measures? What kinds of information are probably not very reliably reported?

**RA 12: Morling Ch 5 (pp. 124-146*)***

* Define reliability. Why must a measure be reliable?
* How do test-retest, interrater, and internal consistency evaluate different aspects of reliability in a measured variable?
* What would a scatterplot showing high reliability in observer ratings look like?
* For high reliability in a test-retest evaluation, what would the correlation be like?
* What is Cronbach’s coefficient alpha and what is it used for?
* Define validity. Why must a measure be valid?
* What are two subjective assessments of construct validity described in the text?
* What is criterion validity? How is the *known-groups paradigm* used to assess it?
* What is the difference between *convergent* and *divergent* validity?
* On p. 145-146 the “Working Through It” section gives good descriptions of how to find the information on your scale’s reliability and validity in a foundational article about the scale’s development.

**RA 13: Morling Ch 7**

* What is a *population* versus a *sample? What* is a *response rate*?
* What are the two primary ways researchers end up with *biased* samples?
* What is *probability sampling*?
* Understand the basics of the following methods of sampling: *simple random, cluster, stratified random, systematic, convenience, snowball, purposive, quota.*
* Read arguments on pp 194-195 about whether nonrandom samples are crucial to research.
* Is a bigger sample always better? Why or why not?

**RA 14: Morling Ch 5 (pp. 122-124)**

* What is the difference between a *categorical (or nominal)* and *quantitative* variable?
* Be able to give an example of a nominal variable.
* Be able to describe the differences between, and give examples of, the following scales of measure: ordinal, interval, and ratio.

**RA 15: Morling Appendix (pp 457-460)**

* What is a *data matrix?*
* What is a *frequency distribution table?*
* What is the difference between a *histogram* and a *grouped frequency histogram*?

**RA 16: Morling Appendix (pp 460-462)**

* What is the purpose of a measure of central tendency?
* Know the difference between the three measures of central tendency: *mean, median,* and *mode.* How would you calculate each one?
* Which is the default, or most commonly used measure?
* What are *outliers*? Which measure of central tendency is most affected by them?

**RA 17: Morling Appendix (pp 462-468)**

* What does a measure of variability tell you about a distribution?
* There are five steps to calculating a standard deviation. Be sure you have the basic idea:
  1. Calculate the overall mean of the scores
  2. Calculate the mean deviation for each individual
  3. Square the mean deviations and add them up (sum of squares)
  4. Divide by the sample size (*N*) to get the variance
  5. Take the square root of the variance.
* How is a *z-*score calculated? Why is it useful?