Reading:
Kuther: Ch 5 and 6;
McBurney: SEC 22-29

Module 4 Study Guide Objectives:
Kuther: Ch 5 and 6
You will learn:
• What is a literature review?
• Guidelines for effective topic selection.
• What is meant by “peer-reviewed.”
• Why journal articles are the best sources of information.
• How to narrow your topic.
• Guidelines for effective reading of journal articles.
• Guidelines for effective writing of literature reviews.
• What is plagiarism and how to avoid it.
• Two ways to correctly cite information in your paper.
• APA guidelines for the structure, layout, style, and format of the major sections of psychological papers.
• Why it is important to learn APA style.

PsycINFO (Kuther Chapter 5, pgs 82-93 and AVP (online)):
You will learn:
• What PsycINFO is and what it is used for.
• How to access PsycINFO via EBSCO on the Saint Leo Library website.
• How to perform a search of the psychological literature (journal articles) using EBSCO - PsycINFO.
• How to refine your search using the ADVANCED screen in EBSCO (where you can use “AND” to combine terms).
• How to access on-line, full-text articles (HTML or PDF) articles in EBSCO database.
• How to use the A-Z journal list to find and access on-line, full-text articles in other databases (ProQuest or Wilson)
• How to use LeoCat to find articles on-ground from the Saint Leo library that cannot be accessed on-line.
• How to use the InterLibrary Loan to request a photocopy of an article from another Library other than Saint Leo.

McBurney: SEC 22-29
You will learn:
• What regression to the mean is and how it can sometimes make interpreting behavior difficult.
• Why common sense has limitations when it comes to understanding behavior.
• What hindsight bias is and how it makes the results of psychology research seem obvious.
• That all behavior is influenced by heredity and environment and why it is impossible to tell which one is more important.
• About the importance of repeating a particular research finding (i.e. reliability).
• That one way to evaluate a particular claim is to imagine what it would be like if it were true.
• The four things that skeptics do when faced with a claim.
• That it can be more valuable to disconfirm a belief than to confirm a belief (dangers of confirmation bias).
Kuther, Chapter 5
Writing a Literature Review

What is a Literature Review?
• The introduction of a research article.
• Presents and critically evaluates the literature (i.e., existing scholarly articles) on a given topic.
• Presents literature in a way that tells a story about your topic, supporting and leading readers to a main point.

Selecting a Topic
• Best places to find topics...
  – Textbooks (or secondary sources)
  – Psychological Journals (or primary sources)
• Internet is a valuable for finding ideas….BUT anyone can put anything on the general internet, so you MUST use Library web databases (such as PsycINFO - SEE Slides 60-94) in order to find legitimate, primary sources of psychological info!!!

Journal Articles
• Most important source of current findings in psychology because they are primary sources and are peer-reviewed
  – Peer-reviewed = several professionals review article before it is accepted for publication
• Are required to list their sources of info in a reference section
  – Look at the reference section of a relevant article to find additional, relevant sources for your paper.

Guidelines for Effective Topic Selection
• Choose an interesting topic
• Choose an appropriate match to your abilities
• Narrow your topic
  – Found too many articles? Then, you will need to narrow it down in order to provide a comprehensive coverage of your topic.
  – Ask who, what, where, when, and how?
  – For example,
    • Initial Topic: “Violence” - yields more than 10,000 articles - THIS IS WAY TO MANY!
    • Narrowed Topic: “Causes of violence towards women in U.S.” - yields 15 articles - THIS IS MUCH MORE DOABLE!
Guidelines for Effective Reading

- Understand the structure and layout of research articles.
  - Research report consists of the following sections, in order of appearance:
    - Title Page
    - Abstract
    - Introduction
    - Method
    - Results
    - Discussion
    - References
    - Appendixes
    - Author Note
    - Tables (if any)
    - Figures (if any)

Guidelines for Effective Writing

- Identify Your Purpose
  - The principal purposes of a research manuscript are to describe and to convince.
- Prepare an Outline
  - After taking notes and thinking for a bit, create an outline.
  - Helps to prevent writer’s block.
- Know Your Audience
  - If you assume your readers know more than they actually do, they’ll be confused.
  - If you underestimate your readers, they’ll be bored with unnecessary details.
  - Err on the side of underestimating your readers.
- Write clearly
  - Use economy of expression (i.e., be concise).
  - Be precise.
  - Follow grammatical rules.
  - Be concise
    - Say only what needs to be said.
    - Short words and short sentences are easier to understand.
    - Write several drafts of your manuscript; decrease wordiness as you edit your drafts.
- Be precise
  - Choose the right word for what you want to say.
- Follow grammatical rules
  - Failure to adhere to grammatical rules distracts the reader and introduces unnecessary ambiguity.
  - Grammatical errors decrease the credibility of your persuasive argument.
  - Write fairly
    - Choose words and sentence constructions that avoid bias on the basis of gender, sexual orientation, racial or ethnic group, disability, or age.
– Describe persons at the appropriate level of specificity (e.g., describe men and women participants rather than the generic term man when referring to human beings).
– Be sensitive to labels used to describe racial and ethnic groups.
– Avoid the term “subjects” when describing human participants.

• Write an interesting report
  – Present ideas and findings directly, but in an interesting and compelling manner that reflects your involvement with the research problem.
  – Strive to tell a good story about your research.
  – REVISE, REVISE, REVISE!! - let it sit for a day and then revise it!

• PROOFREAD!
• AVOID PLAGIARISM!!
• What is Plagiarism?
  – Presenting ideas or elements of another’s work as your own
  – Deliberate vs. non-deliberate (naive) = it’s ALL plagiarism
    • Ignorance and sloppiness are not legitimate excuses.
  – You MUST cite sources of your ideas when you (1) use the exact words (include quotation marks and page numbers) and (2) when you paraphrase.
• Many professors at Saint Leo University and other Universities will require you to turn any papers into www.Turnitin.com—a website that will check to make sure that you have not plagiarized!!

Example of Plagiarism
(No Citation Accompanying Paraphrased Material)

Research investigations of deceptive interrogation methods to extract confessions are important because police use false evidence (e.g., fake test results) and false witnesses when interrogating suspects. Interrogators also pressure suspects by pretending to be their friends.

Methods of Citing Information

If info is NOT general knowledge, you MUST cite the source of the info in 1 of 2 ways...

1. Preferred Method: Paraphrase the material in your own words and cite the source of info...
   Example of Paraphrased Material with Correct Citation (Kassin and Kiechel, 1996). Kassin and Kiechel are the authors and 1996 is the date of publication.

Research investigations of deceptive interrogation methods to extract confessions are important because police use false evidence (e.g., fake test results) and false witnesses when interrogating suspects (Kassin and Kiechel, 1996). Kassin and Kiechel (1996) also state that interrogators pressure suspects by pretending to be their friends.

2. Alternative Method: Directly quote the info and appropriately cite the source
   Example of a Correctly Cited Direct Quote
   “Informed by developments in case law, the police use various methods of interrogation — including the presentation of false evidence (e.g., fake polygraph, fingerprints, or other
forensic test results; staged eyewitness identifications), appeals to God and religion, feigned friendship, and the use of prison informants” (Kassin and Kiechel, 1996, p. 125).

Section 22: Why Don’t Psychologists Believe in Punishment?
- **Principle:** *Regression to the mean is a very common problem in interpreting behavior*
- **Punishment:**
  - only temporarily suppresses the behavior
  - doesn’t teach what is desirable
  - can result in some unwanted psychological effects (i.e. depression)
- Sometimes it looks like rewarding good behavior doesn’t work because of the statistical phenomenon called *regression to the mean* = tendency for a 2nd measure of a behavior to be closer to the average level of that behavior (to be less extreme).

Section 23: Isn’t Psychology Mostly Common Sense?
- **Principle:** *Common sense changes from time to time and is shaped by psychological research, among other influences.*
- **Example:**
  - In the past, they decided guilt vs. innocence by having a person try to chew dry grain and swallow it, because of the common sense belief that a guilty person would be scared spit-less!
  - But now we have a more scientific approach to proving guilt.

Section 24: I knew it all along!
- **Principle:** *Events seem more inevitable, likely, or predictable after they occur than they do before. This effect tends to make psychological results less impressive than they otherwise would be.*
- I-knew-it-all-along effect or *Hindsight bias* makes us likely to say that we are not surprised by a particular finding.

Section 25: Is human behavior based on Nature or Nurture?
- **Principle:** *all behavior is influenced by both nature and nurture. It is impossible to say which is more important.*
- Is heredity or environment more important in control over behavior?
  - Every individual is influenced by heredity and environment because everyone has heredity and is exposed to an environment.
  - Mistake to assume that even if a trait has a hereditary basis that it cannot be modified by experience.

Section 26: Can you prove that there is no ESP?
- **Principle:** *The burden of proof for a claim is on those who make it.*
• Even if we did a million experiments and found no evidence for ESP, that wouldn’t prove that it doesn’t exist, because another experiment may reveal that it does.

Section 27: What would it take to make you believe in ESP?
• **Principle:** Scientists are convinced of the existence of a phenomenon only when it can be repeated.
• Even if we found evidence for ESP in one experiment, it would not mean that ESP exists.
• We need proof in the form of multiple, legitimate replications of a particular finding.
• When a particular finding has been repeated it is said have **Reliability**.

Section 28: Imagine the possibilities if ESP were true?
• **Principle:** One way to evaluate an idea is to try to think of what would happen if it were true - to explore the implications of a theory.
• If people could really read minds, don’t you think our world would be very different?

Section 29: Why are psychologists so skeptical?
• **Principle:** Skepticism is not a dirty word. It’s an attitude that is needed in both science and ordinary life.
• Skeptical comes from Greek word *skeptikos* meaning “to consider thoughtfully.”
• A skeptic is one who:
  1. Considers claims to truth thoughtfully
  2. Asks for the terms in the discussion to be defined clearly
  3. Looks for logical consistency in a proposition
  4. Requires evidence before believing something

One additional Critical Thinking Principle!
• **Principle:** There is more value in disconfirming evidence that in confirming evidence!
• We all have a **Confirmation Bias** *(Watson and Johnson-Laird, 1972)*
  – Tendency to search out information that supports one’s beliefs while ignoring contrary information
  – But this doesn’t tell us much about the validity of our belief
  – Instead we learn much more about the validity of our theories when we find evidence that is contrary to our beliefs (i.e. to disconfirm our beliefs)