

COLLOQUIUM RESEARCH IN SOCIAL & PERSONALITY PSYCHOLOGY
SOP 6929 x2276 – Fall 2011
Dr. James A. Shepperd

Office: 271 Psychology
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Class Meetings: MWF 6 (12:50 – 1:40)
 Classroom: MF: PSY104; W: PSY333
 Office Hours: Tues 1-3pm & by appointment

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Course Description

SOP 6929 is an on-going colloquium series intended for graduate students in social-personality psychology. The course involves the preparation, presentation, and discussion of research initiatives in social-personality psychology as well as discussion of professional development topics. Students will do independent research reviews of classical and current topics, prepare presentations for the class, and present research to the class. I expect critical analysis and discussion of research each week from all class members. Because the research topics will change each semester, the course is repeatable.

The course is divided into three parts:

- **Mondays: Research Discussions** – Mondays are devoted to discussing research. Each Monday we will discuss a recent published paper. At the end of the syllabus is a list of the papers. Your responsibility is to read the paper in advance and be prepared to discuss it. You will be graded on your contributions to the discussion. Occasionally, we will spend a few minutes discussing the talk heard on the previous Friday. The bulk of the time will be devoted to discussing your research ideas. That is, if you have an idea for a research project that needs feedback, please let me know at least a week in advance and I will schedule time for you.
- **Wednesdays: Professional Development Discussions** – Wednesdays are devoted to professional development discussions. Each Wednesday we will discuss a different issue that is important to your development as a social psychologist. Some of the discussions will focus on research issues, some will focus on teaching, and some will focus professional issues. I expect you to participate fully in these discussions and you will be evaluated on your participation.
- **Fridays: Colloquium Talks** – Fridays are devoted to colloquium talks. Each Friday will feature a different speaker. Most talks will be from faculty and graduate students from the area and you are expected to give a talk as part of the class. Other talks will be from speakers outside the department, and typically, outside of the university. You are expected to attend and, when appropriate, ask questions during the talks. Our area colloquiums have always been a welcoming and supportive place to give a talk. Please help maintain that tradition. Finally, all graduate students are expected to give at least one professional talk a year and you will be evaluated on your talk.

Course Objectives

The objective of the course is to foster your professional development as a social/personality psychologist. The research discussions are dedicated to developing your skills as a critical researcher. Thus, you will participate in critically reading and discussing recent research papers published in the field. I also expect you to present your own research ideas in class and to contribute to the discussion of research ideas presented by other students in the class. The professional development part of the class

is dedicated to facilitating your development as an instructor, researcher and professional. We will discuss challenges you are likely to encounter in the classroom and the field at large. The colloquium talks are dedicated to helping you develop skills associated with the preparation and dissemination of research plans, findings, and conclusions. These include reviewing research appropriate to the topic area, preparing talks, presenting the information to others in the class, handling questions about the research, and questioning others' research presentations. Studies show that graduate students who have been involved in more public presentations of research are more effective in their own research activities and in their quests for appropriate employment in academic and research institutions after graduation.

Readings

Readings will be on recent published papers in top journals. The purpose of these readings is to expand your knowledge of social and personality psychology and thinking about research by exposing you to ideas that you may not encounter in your own research field. The readings for the semester appear at the end of the syllabus.

Grading

Your grade is based on the caliber of (a) weekly participation (e.g., questions, comments, research suggestions) during class, and (b) your own presentation, including the preparation, organization, and delivery of the talk and responses to questions from the class.

- **Taking the Class for 1 Credit** – You are required to attend class on Fridays. You may also attend the class on Mondays and Wednesdays, but will be evaluated only on Fridays. Your grade is based on your participation (e.g., questions, comments, research suggestions) during Friday classes, and your own presentation, including the preparation, organization, and delivery of the talk and responses to questions from the class. Rescheduling your talk due to illness or other problems can be made with the instructor. Presentation = 40%; Participation = 60%.
- **Taking the Class for 2 Credits** – In addition to the requirements for a 1 credit course, you are required to attend and participate in discussions in class on Wednesdays. You may also attend the class on Mondays, but will be evaluated only on Wednesdays and Fridays. Presentation = 30%; Participation = 70%.
- **Taking the Class for 3 Credits** – In addition to the requirements for a 2 credit course, you are required to attend and participate in discussions in class on Mondays. Presentation = 20%; Participation = 80%.

Research Talk

I will evaluate your research talk on several dimensions (see attached evaluation form). In addition, we will meet after your talk to discuss how you did, where you excelled, and where there is room for improvement. An excellent talk (one that earns a mark of 90% or greater) is one that is articulate, engaging, has a clear research question, is at an appropriate level for the audience, sticks appropriately to the data, and has a clear take-home message. Poor talks lack a clear question, attempt to present too much data or present the data too quickly, are difficult to follow, or ignore important literatures. I will take into account your year in the program. That is, I have higher expectations for advanced students than for you newer students.

Speaker: _____

Date: _____

Evaluation of Colloquium Talk

Introduction			
1. Engaging opening/introduction	P	A	G
2. Adequate review of literature	P	A	G
3. Clear statement of research question	P	A	G
4. Time:			
Methods			
5. Clear statement of hypotheses	P	A	G
6. Clear description of procedures	P	A	G
7. Justification of methods	P	A	G
Results			
8. Appropriate statistics	P	A	G
9. Graphs & figures are clear	P	A	G
10. Note whether hypotheses were or were not supported	P	A	G
Discussion			
11. Clear Summary of Findings	P	A	G
12. Discussion of Limitations & Alternative Explanations	P	A	G
13. Future Directions	P	A	G
14. Implications & Take Home Message	P	A	G
General			
15. Power Point Slides	P	A	G
16. Pace	P	A	G
17. Amount of Material	P	A	G
18. Clarity	P	A	G
19. Verbal Articulation	P	A	G
20. Adequate amount of Material	P	A	G
21. Poise, Eye contact, address entire audience	P	A	G
22. Responses to Questions	P	A	G
23. Time:			

Comments: _____

Class Participation

- This is a graduate seminar. Part of the class experience involves sharing your ideas and hearing the ideas expressed by your fellow students. Articulating and defending your ideas is an important part of the learning process. You are expected to participate fully in discussion in every class. Accordingly, a significant portion of your grade is based on your participation in class discussion. If you are reluctant to participate in class discussion, then this is an unwise class for you to take. If you do not participate in discussion, your grade will suffer.
- Class participation grades range from 0 to 3. You receive a 0 if you miss class or arrive to class inordinately late. You receive a 3 if you participate fully in discussion, make substantive contributions that indicate that you understood and thought about the issues. Keep in mind that, on days when you have an assigned reading, it is obvious to me when you have not done the reading. Not doing the readings will result in a low participation grade. Likewise, arriving to class late will result in a low participation grade. I will provide private feedback on your class participation grade at the end of each week on Sakai.
- In calculating or determining your grade, I will drop your lowest participation grade(s). If you are taking the class for 1 credit, you are allowed to miss 1 class. If you are taking the class for 2 credits, you are allowed to miss 2 classes. If you are taking the class for 3 credits, you are allowed to miss 3 classes. In other words, depending on the number of credits in which you are enrolled, you have 1, 2 or 3 classes that you can miss because of illness, religious events, or other conflicts. Thus, there is no need to come to me with an excuse for absences from class. However, no excuse will be accepted for missing more than the allotted number of classes.
- Your final participation grade is based on the points you accumulate.

Taking the class for 1 credit: There are 12 Fridays this semester (Fall 2011) and thus the greatest number of participation points you can earn is 33 (12 classes – minus the 1 lowest point values = $11 \times 3 = 33$). To compute your participation grade, I will divide the number of points you earned by 33 and multiply by 100%.

Taking the class for 2 credits: There are 16 Wednesdays this semester and the greatest number of discussion points you can earn is 78 (12 classes + 16 classes – minus the 2 lowest point values = $26 \times 3 = 78$). To compute your participation grade, I will divide the number of points you earned by 78 and multiply by 100%.

Taking the class for 3 credits: There are 15 Mondays this semester and the greatest number of discussion points you can earn is 120 (28 classes + 15 classes – minus the 3 lowest point values = $40 \times 3 = 120$). To compute your participation grade, I will divide the number of points you earned by 120 and multiply by 100%.

Accommodations for students with disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Honesty Policy

In course work and research, as in life generally, ethical principles are of paramount importance. Integrity and fidelity are vital to the scientific enterprise and are core components of APA's ethical code. Students are expected to exhibit exemplary ethical conduct in the course. The University's honesty policy regarding cheating and the use of copyrighted materials will be enforced. The University's honesty policy can be found at: <http://itl.chem.ufl.edu/honor.html>

Assigned Articles

1. Albarracin, D., Hepler, J., & Tannenbaum, M. (2011). General Action and Inaction Goals. *Current Directions in Psychological Science, 20*(2), 119-123. doi: 10.1177/0963721411402666
2. Balcetis, E., & Dunning, D. (2010). Wishful seeing: More desired objects are seen as closer. *Psychological Science, 21*(1), 147-152. doi: 10.1177/0956797609356283
3. Bastardi, A., Uhlmann, E. L., & Ross, L. (2011). Wishful Thinking. *Psychological Science, 22*(6), 731-732. doi: 10.1177/0956797611406447
4. Bastian, B., Jetten, J., & Fasoli, F. (2011). Cleansing the soul by hurting the flesh: The guilt-reducing effect of pain. *Psychological Science, 22*(3), 334-335. doi: 10.1177/0956797610397058
5. Brewer, N., & Wells, G. L. (2011). Eyewitness identification. *Current Directions in Psychological Science, 20*(1), 24-27. doi: 10.1177/0963721410389169
6. Feinberg, M., & Willer, R. (2011). Apocalypse soon? Dire messages reduce belief in global warming by contradicting just-world beliefs. *Psychological Science, 22*(1), 34-38. doi: 10.1177/0956797610391911
7. Guendelman, M. D., Cheryan, S., & Monin, B. (2011). Fitting In but Getting Fat. *Psychological Science, 22*(7), 959-967. doi: 10.1177/0956797611411585
8. Helzer, E. G., & Pizarro, D. A. (2011). Dirty Liberals!: Reminders of physical cleanliness influence moral and political attitudes. *Psychological Science, 22*(4), 517-522. doi: 10.1177/0956797611402514
9. Kross, E., & Ayduk, O. (2011). Making meaning out of negative experiences by self-distancing. *Current Directions in Psychological Science, 20*(3), 187-191. doi: 10.1177/0963721411408883
10. McNulty, J. K. (2010). When positive processes hurt relationships. *Current Directions in Psychological Science, 19*(3), 167-171. doi: 10.1177/0963721410370298
11. Nordgren, L. F., McDonnell, M. H. M., & Loewenstein, G. (2011). What constitutes torture?: Psychological impediments to an objective evaluation of enhanced interrogation tactics. *Psychological Science, 22*(5), 689-694. doi: 10.1177/0956797611405679
12. Orue, I., Bushman, B. J., Calvete, E., Thomaes, S., de Castro, B. O., & Hutteman, R. (2011). Monkey See, Monkey Do, Monkey Hurt. *Social Psychological and Personality Science, 2*(4), 432-437. doi: 10.1177/1948550610396586
13. Savani, K., Stephens, N. M., & Markus, H. R. (2011). The Unanticipated Interpersonal and Societal Consequences of Choice. *Psychological Science, 22*(6), 795-802. doi: 10.1177/0956797611407928

SCHEDULE		
M	Aug 22	Introductions, Rules and Expectations
W	Aug 24	Professional: Applying for Fellowships, Scholarships & Grants
F	Aug 26	Speaker: Jenny Howell
M	Aug 29	Article: Action & Inaction – Albarracin, D., Hepler, J., & Tannenbaum, M. (2011)
W	Aug 31	Research: Generating Research Ideas
F	Sep 2	Speaker: Mary Gerrand, Florida State University
M	Sep 5	*** No Class: Labor Day ***
W	Sep 7	Teaching: Grading
F	Sep 9	Speaker: Mike McCullough, University of Miami
M	Sep 12	Article: JWB and Global Warming – Feinberg, M., & Willer, R. (2011)
W	Sep 14	Professional: Using Power Point
F	Sep 16	Speaker: Elizabeth Pomery, College of Dentistry
M	Sep 19	Article: Making Meaning – Kross, E., & Ayduk, O. (2011)
W	Sep 21	Research: Choosing a journal/submitting a paper
F	Sep 23	Speaker: Corinne Novell
M	Sep 26	Article: Torture – Nordgren, L. F., McDonnell, M. H. M., & Loewenstein, G. (2011)
W	Sep 28	Teaching: Dealing with student problems
Th	Sep 28	Speaker: Robin Mermelstein (Thursday, noon, McKnight Brain Inst, LG110A)
M	Oct 3	Article: Wishful Seeing – Balcetis, E., & Dunning, D. (2010)
W	Oct 5	Professional: Reviewing a manuscript
F	Oct 7	Speaker: TBA
M	Oct 10	Article: Aggressive Models – Orue, I., Bushman, B. J., Calvete, E., et al. (2011)
W	Oct 12	Research: Writing professionally
F	Oct 14	Speaker: Cathy Cottrell
M	Oct 17	** No class **
W	Oct 19	Professional: Preparing a vita
F	Oct 21	Speaker: Corey Cook
M	Oct 24	Article: Dirty Liberals – Helzer, E. G., & Pizarro, D. A. (2011)
W	Oct 26	Teaching: Preparing exams
F	Oct 28	Speaker: TBA
M	Oct 31	Article: When Positive Processes Hurt Relationships – McNulty, J. K. (2010)
W	Nov 2	Research: Sampling issues
F	Nov 4	*** No Class: Homecoming ***

M	Nov 7	Article: Victim Blaming – Savani, K., Stephens, N. M., & Markus, H. R. (2011)
W	Nov 9	Teaching: Miscellaneous class management
F	Nov 11	*** No Class: Veterans Day ***
M	Nov 14	Article: Identity & Diet – Guendelman, M. D., Cheryan, S., & Monin, B. (2011)
W	Nov 16	Professional: How to do a phone interview
F	Nov 18	Speaker: Bill Klein (tentative)
M	Nov 21	Article: Wishful Thinking – Bastardi, A., Uhlmann, E. L., & Ross, L. (2011)
W	Nov 23	Research: Writing an empirical paper
F	Nov 25	*** No Class: Thanksgiving ***
M	Nov 28	Article: The Guilt-Reducing Effect of Pain – Bastian, B., Jetten, J., & Fasoli, F. (2011)
W	Nov 30	Teaching: Preparing a syllabus
F	Dec 2	Speaker: Josh Clarkson
M	Dec 5	Article: Eyewitness Identification – Brewer, N., & Wells, G. L. (2011)
W	Dec 7	Professional: How to organize a research talk