

Psychology 352
Friends & Enemies: Research in Peer Relationships
Spring 2018

Class time: MWF 10:00-10:50

Location: LBC 317

Instructor: Dr. Rachael D. Reavis

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Office: LBC 305

Office Hours: Go to rachaelreavis.youcanbook.me to schedule an appointment. If none of the times work or you need to schedule something farther out, please email me with multiple available times so we can quickly schedule something that works for both of us.

Textbook:

Rubin, K., Bukowski, W., & Laursen, B. (Eds.) (2009). *Handbook of peer interactions, relationships, and groups*. New York: The Guilford Press.

The 6th Edition of the APA manual.

Course documents and additional readings (listed on schedule) can be found on Moodle.

Course Description & Objectives:

Without friends no one would choose to live, though he had all other goods.
Aristotle

Forgive your enemies, but never forget their names.
John F. Kennedy

Class Format:

Learning is fundamentally an active, collaborative process, and you will learn more by articulating your thoughts, questions, reactions, agreements, and objections to the readings, and by working through discussions with fellow classmates than you will by listening to me talk uninterrupted. Therefore, this class will be highly interactive. I will lecture to help you to understand topics in our textbook and to provide additional information. However, much of class time will be spent discussing the readings and the questions that they raise for you and your classmates. Thus, you will need to be fully prepared to engage in discussion every class day. You will also need to contribute to a class atmosphere in which all class members thoughtfully listen and respond to each other. Class discussion may sometimes touch on topics that are personally sensitive for some individuals; we will all need to be careful to maintain sensitivity to each other and to be considerate of each other's privacy both in and out of class. Finally, you will be making a few formal presentations throughout the semester so that you have an opportunity to share your thoughts about our research articles and get feedback on your presentation skills.

The main goal for this course is to prepare you to successfully complete your independent senior research project.

Relevant Earlham Learning Goals:

The following learning goals are especially relevant for this course:

1. **Communicate**
 - Students will communicate their knowledge and critical thinking through class discussions, written papers, essay exams, and presentations.
2. **Investigate**
 - Students will investigate a peer relationships topic of their choosing, collecting and analyzing their data to test their hypotheses
3. **Integrate**
 - Students will integrate knowledge across multiple primary and secondary sources. They will synthesize this information and use it as the foundation of their own investigations.
4. **Create**
 - Students will create and innovate by investigating a new area of study and designing a well-thought-out study to investigate their research questions.

Psychology Department Goals:

The following psychology department goals (based on the APA guidelines) are especially relevant for this course:

1. Knowledge Base of Psychology
2. Scientific Inquiry & Critical Thinking
3. Communication

Specific Course Goals:

By the end of the semester, you should be able to:

- 1) Discuss the importance of peer relationships and the changes in peer relationships and processes across childhood.
- 2) Discuss individual differences in peer relationships. Why do some children struggle, whereas others excel in their peer relationships?
- 3) Discuss important ways in which peer relationships influence and are influenced by children's emotional, cognitive, and social development.
- 4) Discuss specific peer relationship issues, including (but not limited to) bullying and friendship.
- 5) Discuss the strengths and weaknesses of various research strategies and be able to apply them to specific research questions.
- 6) **Embark on your senior research project!**

Credit Hour Explanation

This is a 3-credit course. The expectation of credit hours is defined federally (<http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>) and states that there is a minimum of two hours of outside work per hour of class. Thus, the expectation is that you are in class, researching, or working on other assignments 9 hours per week for this course. Some weeks, particularly as you are working on your research projects, you may devote more time to this class. This class should help you learn how to manage your time around research and data collection so that you will be fully prepared to take on your senior project.

Evaluation:

- 1) **Discussion Leading.** Public speaking and the ability to effectively lead a coherent discussion are skills that will be valuable regardless of your career path. Student-led discussions also contribute to an active learning environment. Each week, two students will be responsible for leading discussion about the assigned readings, and each student will be responsible for leading discussion **two times** during the semester. Typically, you will read Handbook chapters and watch my lecture in time for class on Monday. Mondays will usually be our day for working on your projects and doing writing workshops. On Wednesdays, I will typically lead the class through a careful review of the methods and results sections. Discussion leaders will be responsible for leading discussion on Friday. **Discussion leaders should meet prior to class to determine how to organize the discussion.** To facilitate discussion, all students will be responsible for posting questions to Moodle by midnight on Wednesday about the reading for the week (see below). All students should read through these questions, and the **discussion leaders should draw from these questions to help structure discussion.** Discussion leaders should **use a variety of methods**, such as staging debates, using small group discussion, and designing studies to address unanswered questions raised by the article. Each discussion leader is also required **to locate an additional empirical article** published in a peer-reviewed journal within the last eight years (**no publication dates before 2010**) that is directly relevant to the topic. Discussion leaders should communicate, because they are required to choose unique articles. Discussion leaders should **type up a 1-page summary of the supplementary article.** The summary should be broken into sections or use an outline format so that the class can quickly understand and read it. Discussion leaders will provide a **2-4 sentence reminder** of the topic and main result of the assigned article. They will have **no more than 3 minutes each** to provide a *very brief* synopsis of the supplementary articles. Discussion leaders will **be expected to incorporate the additional knowledge** gained from supplementary articles into to discussion. Leaders may want to (but are not required to) wait until discussion questions have been posted to see if questions raised might be answered in another article. If you choose to wait, you will only have one day to thoroughly read and summarize your supplementary article, so keep that in mind. **Discussion leading will account for 10% of your grade.**
- 2) **Class Involvement.** Class involvement, including participation, attendance, assignment completion, and posting of discussion questions **will account for 10% of your grade.**
- **Participation.** Every student is expected to attend each meeting of all classes for which they are registered. Students are responsible for getting class notes and handouts if they are late or absent from class. You are expected to use material in assigned readings, lectures, presentations, and discussions in your application papers (see below).

Excellent - 5	Positive - 4	Neutral – 2 or 3	Negative - 1	Absent - 0
Makes insightful, thoughtful comments, showing the ability to integrate and critically analyze	Regularly speaks, brings up questions of own, respectfully responds to others, does not dominate	Does not speak regularly, avoids speaking unless called upon, brings up unrelated points or simply reiterates others' points	Derails or inappropriately dominates, belittles others, does not acknowledge other perspectives, is texting or off-task	

I expect that on most days, most students will earn 3s or 4s for participation.

- **Chapter/lecture responses.** In preparation for the week, you will read the Handbook chapter(s) and watch a recorded lecture by class time on Mondays. You will submit a short reaction paper to the readings on Moodle by 8am on Monday. You have a good bit of latitude in your reaction papers, which should be ½ to a full page (roughly 2-3 paragraphs). You might write about what surprises you, what confirms your own experiences, what the research might be missing. These are fairly informal papers. This is also an excellent place to identify areas where you need additional help understanding. Please do not just say “I don’t understand X,” but rather write about what you *do* understand and what you *think* it means. For example, “I don’t understand X. I understand that Y means such and such, but I don’t see how X fits in. Maybe it fits in this way, but that doesn’t totally make sense because of Z.” I will glance over your papers Monday morning before class and address confusion and misconceptions in class.

Excellent - 5	Positive - 4	OK – 2-3	Poor - 1	Missing - 0
Thoughtful, insightful reaction that makes connections across readings/lecture/ own experiences. Areas of confusion (if any) are explained clearly with excellent attempts to understand on own.	Thoughtful reaction. Areas of confusion clearly explained, but not wrestled with as clearly for a “5”	Clearly did the readings and watched the lecture, but response is cursory or lacks thought. Student may not show attempts to understand difficult material.	Cursory response. May appear the student did not read completely. Lack of attempt to understand difficult material.	No response submitted

I expect that scores may be lower initially, but then most students will earn 3s and 4s as we progress through the semester.

- **Discussion Questions.** To encourage participation and help discussion leaders, each person will need to post **two discussion questions about the empirical article** on the Moodle forum by 11:59 pm on Wednesday. These questions should show that you have read the article (and chapter) and thought critically about them, and **should encourage discussion** from your classmates. Yes/no questions or questions that are answered in the chapter or article are not acceptable. Instead, these should focus on applications and extensions of the results, relations to previous readings, alternative methodologies, etc. One of your questions may be a thoughtful response to or elaboration of another student’s question. Students do not need to post discussion questions on days that they are leading discussion.

Excellent - 5	Good - 4	Neutral – 2 or 3	Poor - 1	Missing - 0
Insightful, thoughtful question that requires deep thinking, and integration of ideas across readings and information, and/or thoughtful application to real-life situations. (Or a response that demonstrates these qualities.)	Thoughtful question that has the possibility of provoking interesting discussion. (Or a thoughtful response that invites interesting discussion, but does not reach the level of a 5.)	Question may be weak or show some misunderstanding of the article. Weak questions require more than yes/no answers, but do not provoke much thought. (Or a response that shows some misunderstanding or which does not demonstrate deep thought.	Requires a yes/no answer or can be answered from the chapter or article. (Or a response that does little to nothing to advance the discussion.)	No question submitted

I expect most students will earn 2-4 points on most of their discussion questions.

- **Reading Quiz.** For each article, you will answer questions posed on Moodle. Usually, this will be questions about the methods and/or results. The point of these questions is to help you better be able to read and understand articles on your own. You do not need to complete these on days when you are presenting or when you have written a critique. You must complete the quiz by class time on Wednesday.

Correct - 5	Mostly Right - 4	OK – 3	Needs Work - 2	Wrong - 1	Missing - 0
All questions are answered correctly and completely	Most questions are answered correctly. Answers show a solid understanding of method and/or result, but some information incorrect or incomplete	Some questions are answered correctly. Shows some understanding of method or results, but some aspects not understood well	Some of the answers may be partially correct, but there is not evidence that the method or results were understood.	Most or all of the questions are answered incorrectly.	No answer submitted

I expect that scores may start out lower at the beginning of the semester and then will improve as you increase your ability to read complex empirical articles.

- 3) Research report/critique.** Once during the semester when you are not leading discussion, you will write a **critical analysis** of the assigned article. Before class, you will study your article and write an analysis of the article (4-6 pages, double-spaced) including its purpose, methods and analyses used, results, and conclusions. ***Most importantly*** it should include your assessment of the paper, including its contributions and limitations, and ***alternative interpretations***. I recommend that you **consult the grading rubric before beginning** your assignment. Write concisely and use your space wisely. It is highly unlikely that you will be able to write an adequate paper in fewer than 4 pages. Your critique paper will be due on Moodle **by class time** on the day that it will be discussed (typically on Fridays). You may want to bring a copy of your paper (on your computer if you wish) to refer to during discussion. You will also submit a rewrite of this paper after you have received feedback. When you submit your rewrite, you will also need to submit 2-3 substantial paragraphs (or more) discussing, in general terms, the changes you made and what you learned about academic writing in the process. **Consult the rubric for the rewrite.** You can look at an example response to the reviewers on Moodle. Your response does not have to be this detailed (after all, your paper is not as long as a standard manuscript), but it should give you an idea of expectations on revisions. The rewrite will be due one week after you receive feedback. The grade on your rewrite will be based on the quality of the paper itself and on your ability to incorporate feedback and explain your process, your ability to incorporate feedback, and your ability to explain your process. **Your critique paper and rewrite will account for 20% (10% each) of your grade.**
- 4) Media/Pop Culture Paper.** You will write a 5- to 7-page paper discussing peer relationships as portrayed in the media and popular culture. You will be required to watch at least one movie where peer relationships are a central theme (*Stand By Me*, *Mean Girls*, etc.) I'll give you a short list of possibilities. (You can watch a movie not on the list – just run it by me first.) You will also find a news media article (cnn.com, nytimes.com, etc.) that addresses a theme found in your movie. For example, if you choose *Mean Girls*, you might find a news article about popularity or relational/social aggression. In your paper, you will compare and contrast the fictional portrayal, news media portrayal, and research on the subject. This paper will serve as an assessment of how well you understand material from the course and how well you can apply and integrate it. You should refer to relevant readings from class, integrate results across studies, demonstrate critical thinking, and write clearly. (When you cite the handbook, cite by chapter, not the book as a whole, because it is an edited collection. See APA manual.) You may refer to handbook readings, assigned articles, supplementary articles, discussions, and articles you selected for your research project. Your paper should be in APA style, and include a title page, 50-word abstract, body of your paper (formatted like an introduction) and references. **Your paper will account for 15% of your grade.**

5) **Research Project.** You will conduct a research project and prepare a poster presentation based on your research project. You will be asked to work in groups of 2-3 students to develop a hypothesis and design an experiment to conduct with college students. Most of the research we read will be correlational, but many of the questions can also be addressed experimentally. For this project, you will develop a study that has at least one independent variable (IV) with two levels. The IV you manipulate can be within subjects or between subjects. You may have no more than one between-subjects variable (this includes gender) with no more than three levels (preferably two). (Gender cannot be your only IV. If you want to look at gender, you must have an additional within-subjects IV. Due to lack of power/participants, you will only be able to examine gender as a binary.) **Kate Blinn is our library liaison** (blinnka@earlham.edu, 765-983-1408). She is an excellent resource and is there to assist you throughout your project. Your grade for the research project will come from several components. **In total, your research project will account for 45% of your grade.**

- **Literature review (APA style)**

- i. Writing a literature review is a critical and difficult portion of any manuscript. So that you are prepared to do it on your own in senior research, *each* group member will hand in their own, *independently written* literature review.
- ii. You may discuss it with your group members at any point and you can consult with one another about the sources that you will include. (But individuals in the same group can cite different sources.)
- iii. However, **do not** read anyone's in your group until you have a strong draft of your own. **This is for your own good.** It will be difficult to write your own introduction if you have read one from your group member. You will rob yourself of an opportunity to build this important skill, and you will put yourself at a significant disadvantage for senior research.
- iv. Draft 1
 1. This should be a strong draft. It should not be the first thing you produce. The first draft you turn in should actually be the second or third draft you've written.
 2. **It will be 5% of your grade.** See the grading rubric on Moodle.
- v. Drafts 2-?
 1. In senior research, you will turn in 3+ drafts of your introduction, so you need practice in reading and incorporating feedback.
 2. We will work together to determine whether you need one or more rewrites. This will be on a case-by-case basis.
 3. As with your research critique rewrite, you will need to track changes on your document and then provide response paragraphs summarizing the changes you made and discussing your process.
 4. The rewrite(s) will be **10% of your grade.** If you do more than one rewrite, the grades on each will be averaged. Consult both the grading sheet for introductions and the relevant portions of the rewrite rubric for critique papers.

- **IRB application (5% of grade)**

- i. You will submit the IRB as a group.
- ii. You will be graded on
 1. Completeness
 2. Accuracy
 3. Ability to meet deadlines
- iii. (If you meet deadlines and follow directions, this should be an easy 5%)

- **Discussion outline (10% of grade)**
 - i. *Each* group member will hand in their own, *independently written* discussion outline
 - ii. You will need the following information:
 - iii. Summary of results (provide 2-3 bullet points of the most important results)
 - iv. How your results fit in the broader literature
 1. Select 2-3 themes from the broader literature. Each of these will be a main bullet. (include citations)
 2. Within each theme, you will have 2-4 sub-bullets that will show me how your results fit in the broader literature. These could be how they are consistent or inconsistent, and what conclusions (if any) we can draw from that. Your sub-bullets might point out how your study tried to fill a whole in the literature & you might propose a future study. Look at discussion sections of published articles to get ideas for concepts to address. You must connect your ideas/study to a broader literature. Thus, you should have citations.
 - v. Limitations/weaknesses (main bullet)
 1. Here you will have sub-bullets with any limitations/weaknesses you have not addressed.
 2. Each should have sub-sub-bullets stating *why* it is a limitation and *how* to address it. You will also need to include a hypothesis for what you think would happen if you addressed that limitation. Wherever possible, this should refer to the literature, with a citation. (For example, let's say you had only women in your study. You might refer to similar research about men/boys and hypothesize what you would have seen and why.)
- **Poster presentation (15% of grade)**
 - i. The poster will be created, submitted, and presented as a team. You are essentially creating an outline of your papers.
 - ii. You will be graded on:
 1. Quality, readability, accuracy of poster
 2. Quality of presentation
- Turning assignments in on time and timely collection of data. (Failure to do so will negatively affect grade)
- Self/group-assessment – each student will write an assessment discussing who was responsible for what work, the quality of the work from each individual, and how well each person worked as a team. Each student will then state whether every team member deserves the same grade, or whether some members (including self) deserve a higher or lower grade than others. The self-assessments will be taken into consideration when assigning grades.

APA Style. All papers should follow APA style, including a reference section. We will not be going over APA style in class, but you are responsible for knowing it. If you do not own an APA manual, then you are expected to use the one in the library. (You will need it for senior research as well.)

Late Policy. Discussion questions posted on Thursdays will be given half-credit. No credit will be received after that. If you do not turn in your reports or papers on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in your extended family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** Most assignments will be uploaded on Moodle, and the times and dates are listed on the syllabus. (Some are due by class time, others due by 11:59 pm.) ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** I strongly recommend that you log out of Moodle, log back in, download, and open the file you attached to ensure that it opens properly. You are responsible for backing up your work.

Grading:

Your final grade will be calculated according to the following formula.

- 10% Discussion Leading
- 10% Assignments, Participation, Discussion Questions, Reading Questions
- 20% Research Report/Rewrite
- 15% Media Project
- 45% Research Project

A: 94%+; A-: 90%-93.9%; B+: 88%-89.9%; B: 84%-87.9%; B-: 80%-83.9%; C+: 78%-79.9%;
C: 74%-77.9%; C-: 70%-73.9%; D: 65%-69.9%; F: < 65%

Please note that I do not round grades.

To calculate your grade, calculate the percentage of points you earned for each grade category. For example, participation, questions, etc. (everything under number (2) in evaluation) are out of 5 points for each day, question, etc. Add up all the points you earned for participation, questions, etc. and divide by the total possible. Perhaps you earned 55 of 70 possible points. Divide. That would give you 78.5%. Do that for each category. Then multiply each of those numbers by the proportion its worth of your total score. For example, participation, questions etc. is worth 10% of your grade. So, you would multiply 78.5 times 0.10, which is 7.85. Do that for all grading categories. Then add those numbers up and that's your grade!

Here's an example:

	Points Earned	Points Possible	Percent Earned	Prop. Worth	Calculated
Discussion Lead.	160	200	80	.10	8
Class Involvement	255	300 (will differ)	85	.10	8.5
Research Reports	150	200	75	.20	15
Media Project	85	100	85	.15	12.75
Lit Review, Draft	80	100	80	.05	4
Lit Review, Final	85	100	85	.10	8.5
IRB	90	100	90	.05	4.5
Results Section	75	100	75	.05	3.75
Discussion	80	100	80	.05	4
Poster	90	100	90	.15	13.5
				Total:	82.25, B-

Office hour etiquette: I am happy to meet with you outside of class. I do not have set office hours, but will be in my office most times I am not in class. You should use rachaelreavis.youcanbook.me to guarantee a time that you and I can focus on your meeting. You are welcome to drop in. Please be understanding if I am in the office, but working on something else. If we have an appointment, please be courteous and arrive on time for your meeting. If you arrive late or fail to come (without informing me in advance), it takes away from time I could be spending with other students. If you cannot make your scheduled appointments, then we may have to limit our meetings to class time and via email.

Email Etiquette:

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you make sure you have looked for the answer yourself first (on Moodle; in course documents; etc.) and that you correspond professionally.

Technology guidelines¹: You need to protect yourself against technology problems. You need to develop work habits that take potential technological problems into account. These habits will serve you in your career. Technological problems are a fact of life, and are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”). Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate. Know the resources on campus for technical problems with connectivity or Moodle. The Help Desk will need time to assist you. Again, don’t procrastinate.

Academic Honesty:

Learning to think for yourself is at the heart of a liberal arts education and global citizenship. Treasure and cultivate these skills. Papers and other work, including digital creations, downloaded or copied from other sources, or in which words or ideas belonging to others have been deliberately misrepresented as your own, will receive an automatic F, as they thwart your learning process and damage the integrity of knowledge-discovery. ***Professional misconduct as a researcher will result in an F for the course.*** If you are aware of a violation of academic integrity, it is your responsibility to take action. An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the [Libraries page](#). The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

Resources:

Writing Center: Improving your ability to communicate through writing is a major goal of this course. You are strongly encouraged to use the [Earlham Writing Center](#) throughout the semester. During your appointment, you will be asked to read your paper out loud. This alone is an excellent practice and you will get additional feedback and help with your paper. See for more information.

Students with Disabilities:

Students with a [documented disability](#) (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the [Academic Enrichment Center](#) within the first two weeks of each semester to begin the process.

¹ Drawn from material by George H. Williams

Week	Day	Topic & Reading Readings are due the day they are listed. You are responsible for changes announced in class.
1	W1; 1/10	Topic: Syllabus, Introduction, Topic Ideas
	F2; 1/12	Topic: Background & Developmental Trends Preparation: Read Handbook, Ch. 1, Ch. 3 Library Day Submit one question from each chapter on Moodle. Questions should demonstrate thoughtful reading and should not be simple questions with yes/no answers.
2	M3; 1/15	Topic: Importance of Peer Relationships Preparation: Read Handbook, Ch. 30; Watch lecture In class: Groups assigned, talk about topic ideas, brainstorm general design ideas
	W4; 1/17	Topic: Importance of Peer Relationships Reading: Gustafsson, Janlert, Theorell, Westerlund, & Hammarström, 2012
	F5; 1/19	Topic: Importance of Peer Relationships IRB certification should be completed by today. (Everyone should email me stating that they have completed it – if you have completed it previously, just email to let me know.)
3	M6; 1/22	Topic: Assessing Peer Relationships Preparation: Read Pepler & Craig, 1995; Watch lecture (read Handbook, Ch. 5 if more info on sociometrics is needed) In class: Find articles & present to the group/class; look over structure of published papers
	W7; 1/24	Topic: Assessing Peer Relationships Reading: Mares, Braun, & Hernandez, 2012
	F8; 1/26	Topic: Assessing Peer Relationships Summary of three articles per group member due Sunday (1/28) via Moodle by 11:59pm, along with 1-2 sentences that integrates them together, leading with the idea, not the author. Another 1-2 sentences indicating which Handbook chapter(s) you read & the relevance for your project.
4	M9; 1/29	Topic: Defining Social Competence Reading: Handbook, Ch. 9 (no recorded lecture) In class: Work on outline for introduction (this can be done together or individually)
	W10; 1/31	Topic: Defining Social Competence Reading: Suway, Degnan, Sussman, & Fox, 2012
	F11; 2/2	Topic: Defining Social Competence
5	M12; 2/5	Topic: Influences on Peer Relationships Preparation: Read Handbook, Ch. 28; Watch lecture In class: Discuss design & hypotheses in groups; Work on literature review
	W13; 2/7	Topic: Influences on Peer Relationships Reading: Rodriguez, Perez-Brena, Updegraff, & Umaña-Taylor, 2014
	F14; 2/9	Topic: Influences on Peer Relationships First draft of literature review (completed individually) due via Moodle by 11:59pm on Sunday (2/11)
6	M15; 2/12	Topic: Regression (No handbook or empirical readings this week) Preparation: Bring two copies of the literature review you handed in for peer review In class: Discuss regression, peer review (someone not in your group) of lit review
	W16; 2/14	In class: Basic method will be due at the end of class. IV (and levels), DV Review Qualtrics & Sona Systems
	F; 2/16	No Class, Early Semester Break

7	M17; 2/19	Topic: Friendship Preparation: Read Handbook, Ch. 12, Ch. 31; Watch lecture (very short) In class: Discuss IRB application, as well as measures, materials, & Qualtrics
	W18; 2/21	Topic: Friendships Reading: Paquette MacEvoy & Asher, 2012
	F19; 2/23	Topic: Friendships Literature review rewrite due via Moodle on Sunday (2/25) by 11:59pm <i>Due dates for any additional rewrites will be on a case-by-case basis</i>
8	M20; 2/26	Topic: Acceptance, Rejection, & Popularity Preparation: Handbook, Ch. 13; Watch lecture In class: Finish IRB (including Qualtrics), pilot materials as need IRB applications due via Moodle by 11:59 pm. <i>(resubmissions will be due 2 days after receiving feedback)</i> (Coordinate with group members about who will submit.)
	W21; 2/28	Topic: Acceptance, Rejection, & Popularity Reading: Slaughter, Imuta, Petersen, & Henry, 2015
	F22; 3/2	Topic: Acceptance, Rejection, & Popularity
9	M23; 3/5	Topic: Bullying/Victimization, Exclusion Preparation: Read Handbook, Ch. 14, Ch. 18; Watch lecture In class: IRB, Sona Systems; Power estimates (G*Power); Calendar for data collection
	W24; 3/7	Topic: Bullying/Victimization, Exclusion Reading: Ramsey, Dilalla, & McCrary, 2016
	F25; 3/9	Topic: Bullying/Victimization, Exclusion
10	3/12, 3/14, 3/16	No Class, Spring Break
11	M26; 3/19	Topic: Romantic Relationships Preparation: Read Handbook, Ch. 19; Watch lecture In class: Discuss statistical tests for research project Data collection should begin this week (pending IRB approval)
	W27; 3/21	Topic: Romantic Relationships Reading: Korchmaros, Ybarra, & Mitchell, 2015
	F28; 3/23	Topic: Romantic Relationships Hand in title of movie(s) you will watch for media paper by class time.
12	M29; 3/26	Application Week – Movies Watch your peer-related movie by class time and be prepared to discuss it.
	W30; 3/28	Application Week – Other Popular Media Read your related news article by class time and be prepared to discuss it.
	F31; 3/30	Application Week – Implications for Research Be prepared to discuss whether/how future research should address themes raised by fictional and media accounts of peer issues. Media Paper due on Moodle by 11:59 pm on Sunday (4/1).

13	M32; 4/2	Topic: Intervention Reading: Handbook Ch. 32; Watch lecture In class: Download data in class. Prepare files.
	W33; 4/4	Topic: Intervention Reading: Cunningham, Rimas, Mielko, Mapp, Cunningham, Buchanan, Vaillancourt, Chen, Deal, & Marcus, 2016
	F34; 4/6	Topic: Intervention
14	M35; 4/9	In class: Begin data analysis. Meet in LBC 314
	W36; 4/11	In class: Continue analyses in class. Work on posters in class. Meet in LBC 314
	<i>F37; 4/13</i>	<i>No class, Rachael out of town. Groups should meet together to work on posters.</i>
15	M38; 4/16	In class: Continue analyses; create graphs; peer review of posters
	<i>W; 4/18</i>	<i>No Class, EPIC Expo</i> <i>Students are required to attend a poster session and talk to at least two presenters. (Poster session may be on Tuesday.) Submit a summary of what you learned (both content & presentation style) on Moodle by class time on Friday (4/20)</i> <i>If you have class TuF at 1pm, you ALSO need to watch at least two psychology or neuroscience oral presentations (PowerPoint talks). You can submit your summaries in a single document, but separate your reflections about posters and talks.</i>
	F39; 4/20	In class: Talk about discussions; brainstorm with group members; start writing Need to have discussion outline to bring to class on Monday
16	M40; 4/23	Preparation: Bring two copies of your discussion outline for peer review In class: Peer review of discussion outline (by non-group members) You are <u>required</u> to attend the senior research presentations on Tuesday (4/24) at 1pm. Only if you have class during this time can you instead watch presentations during EPIC. Please make arrangements if other obligations (work, sports) interfere. Summary of what you learned (content & presentation style) due via Moodle on Wednesday by class time. Poster due to printer.
	W41; 4/25	In class: Discuss lessons learned from EPIC poster presentations & senior oral presentations Discussion outline due via Moodle by 11:59pm
	F42; 4/27	In class: Semester review! What did you learn about research? What would you have done differently? What lessons will you carry into senior research? What are you thinking about for senior research? Self/group assessments due via Moodle on Sunday (4/29) by 11:59 pm. Upload posters to Moodle.
	5/2, 4:30p	Student Poster Presentations