

Blended Learning Activity 02 – Experiments Vs. Correlations

Due: 10:00pm on the day the assignment is scheduled for your group (see course syllabus)

Learning Outcomes – After completing this assignment you should be able to:

- Define cognitive accessibility and describe its three basic determinants
- Describe the concept of a schema and provide some clear examples
- Define elaborative rehearsal and apply the concept, as a psychological consultant would, to help a student memorize a particularly challenging concept
- Explain why elaborative rehearsal enhances recall in terms of schemas and accessibility

You Will Need

- A computer with internet access and speakers or headphones

GENERAL INSTRUCTIONS – READ AND FOLLOW THESE CAREFULLY

1. Prepare your response to the prompts below using your preferred software (e.g., Microsoft Word) and save your work. **Do not put your name anywhere on the document.**

Save the file with the course, ID number and assignment code For example:

PSYC289E-123456789-BL-02.pdf

2. I highly recommend utilizing a network-based drive to ensure that you do not risk losing your work should a computer die, get lost or be stolen. There are many options available... and so far I've been very happy with DropBox (<http://db.tt/hj6Mpi1e>) Tip: it works best if you download and install the free software because then you can just save things to the DB folder on your computer like you already do and it will automatically save a copy on the network that you can access from anywhere. If even stores previous versions of the file in case you edit or delete it... that's saved me more than once!
3. Strong answers generally require between 400-500 words **in total**. Please do not exceed 500 words for the entire assignment... you should be able to provide a clear, detailed but concise answer.
4. Do not use any direct quotes from any source. For this particular assignment you do not need to cite the course resources (I know where you are getting that from). However, if you use any outside source as a reference, you should be sure to cite it in a way that makes it clear what ideas came from them and which are your own. See <http://ter.ps/psycethics> for instructions.
5. Proofread your work carefully... like any professional writing you will be required to do, it should be well organized, clear and free of typographical or grammatical errors. It can be helpful to have others proofread your work and I strongly encourage anyone that wants a strong Writing Quality score to schedule an appointment with the writing center (<http://ter.ps/writing>). Just be sure to write it and schedule that with enough time to make edits and submit.
6. Once you have carefully proofread your work and are ready to submit it, prepare a PDF copy of your document and be sure it is titled as described above. If you are not familiar with how to create a PDF

document there is a tutorial posted here: <http://ter.ps/makePDFs>. **Only PDFs will be accepted for credit** - any other file format will be rejected by ELMS.

7. Log onto www.elms.umd.edu, and upload your PDF in the Assignment section (see <http://ter.ps/submitpaper>). Late submission will not be accepted for any reason, so plan ahead for any technical difficulties you might encounter.
8. After the assignment has been graded view the evaluator's feedback (see ter.ps/getfeedback). If you have any questions or concerns please send a polite email to your course email address (not via ELMS). We'll do our best to address any questions that you have and will set up a time to meet if you'd like to discuss anything in detail.

Technical problems with the course management website?

Contact the OIT Help Desk via www.helpdesk.umd.edu or 301-405-1500

BL-02 WRITING PROMPT

Studies that describe psychological findings are often in the news. Not all of these results show that one variable causes another. You will read a news article about one of these findings and then propose an experiment that would test this hypothesis.



For this writing exercise you will only read ONE of the following articles. The article you read depends on your Student ID number

- If your student ID number ends in **0, 1, or 2**, read this article: *Exercise and good grades*: <http://goo.gl/pZ53eI>
 - If your student ID number ends in **3 or 4**, read this article: *Yoga and good mood*: <http://goo.gl/0gzQBD>
 - If your student ID number ends in **5 or 6**, read this article: *Soda and violence*: <http://goo.gl/R703W7>
 - If your student ID number ends in **7, 8, or 9**, read this article: *Facebook and Self-esteem*: <http://goo.gl/94fWm4>
1. Read the article that corresponds to your Student ID number.
 2. Describe why the article you read does not show that one variable *causes* the other.
 3. Design an experiment that tests the hypothesis of the article you read. Describe, step by step, how you would run this experiment. Make sure to:
 - a. Identify the independent variable and the dependent variable.
 - b. Clearly describe how you would operationalize the independent and dependent variables.
 - c. Describe how your design will show whether or not your independent variable *causes* the dependent variable.

ASSESSMENT

Your performance on this assessment will be evaluated using the following rubric that considers both your mastery of the academic content and the quality of your scholarly writing. Strong answers generally require between 400-500 words **in total**. Please do not exceed 500 words for the entire assignment.

Be Advised: The Department of Psychology retains all submissions in a searchable database. All work submitted must be your own original writing, and any similarity to previous submissions, online sources or other documents will be referred to the Office of Student Conduct without hesitation.		CONTENT (105 points)		
		105 points All aspects of the question are addressed with sufficient and accurate detail so that a naïve reader could understand the topic	75 points All aspects of the question are addressed but the response is missing some significant details.	0 points Parts of the question are missing or lacking sufficient detail to demonstrate an understanding of the topic and/or completion of the work.
QUALITY OF WRITING (95 points)	95 points Strong academic writing, very clear, well organized and free of spelling and grammatical errors	200 100% (A+)	170 85% (B)	95 47% (F)
	70 points Acceptable writing, generally clear and organized with room for improvement, or slightly over word limit	175 87% (B+)	145 72% (C-)	70 35% (F)
	50 points Writing is not representative of college-level work – frequently unclear or disorganized or containing multiple errors, or well over word limit.	155 77% (C+)	125 62% (D-)	50 25% (F)
	0 points Unacceptable – consultation with the writing center strongly encouraged	Schedule an appointment with the University of Maryland's Writing Center: http://ter.ps/writing		
	0 points Unacceptable – consultation with the writing center required	105 52% (F)	75 37% (F)	0 0% (F) (or failure to submit as PDF)

Please understand that the expectations for writing quality at this University are high and reflect the expectations the professional world. If you have any questions please send an email to the course email account to set up a time with your TA to go over the assignment for even more detailed feedback. If you still have questions after that meeting then contact the course instructor who will be happy to review it with you.

A note on letter grades: It is important to understand what letter grades are intended to represent. Here is the University of Maryland's official definition of letter grades:

“A” denotes excellent mastery of the subject and outstanding scholarship.

“B” denotes good mastery of the subject and good scholarship.

“C” denotes acceptable mastery of the subject and the usual achievement expected.

“D” denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.

“F” denotes failure to understand the subject and unsatisfactory performance.