

256 Survey Paper Evaluation

Name: _____

1. **Title and abstract – clarity and appropriateness. (5 pts.)** _____ points out of 5
2. **Logically developed Introduction (20 pts.)** _____ points out of 20
 - including rationale for the study as a whole and for each hypothesis

 - summary of the methods used
3. **Complete Method section, sufficient to allow for replication. (15 pts.)** _____ points out of 15
4. **Accurate Results section (20 pts.)** _____ points out of 20
 - including appropriate interpretation of statistics

 - use of informative tables and/or figures
5. **Complete Discussion. (20 pts.)** _____ points out of 20
 - how you advanced previous research

 - giving all reasonable ways in which your research could have been improved
6. **Quality references (10 pts.)** _____ points out of 10
 - presented accurately thorough the paper and

 - presented accurately in Reference section (Minimum of 5 references)
7. **Proper use of language (including grammar, spelling, structure, etc.) and adherence to APA style** _____ points out of 10

_____ **Total paper grade out of 100**

General guidelines for Controversial Issues (CI) presentations (Psychology 207)

1. Your presentation should be organized as a **question**, preferably with two answers: (e.g., Is Abstinence education more effective at preventing teen pregnancy than comprehensive sex ed? Yes/No)
2. The presentation should be divided so that group members have distinct responsibilities, but approximately equal amounts of presentation time. Presenters should speak for about 5 minutes each. Here is an organization that will work for most groups:
Presenter 1: Introduction: Comments about why the issue is important, what groups hold a stake in this issue, and the ideological/ethical issues that should inform our thinking on the issue.
Presenter 2: Presentation of an empirical study.
Presenter 3: Presentation of an empirical study.
Presenter 4: Evaluation of the research: Is there sufficient evidence for developmental psychologists to make any policy recommendations? What research still needs to be done? “Final answer” to the organizing question posed based on available info (i.e., If you had to vote today, how would you vote?)
3. Your presentation must include thorough descriptions of *at least two* empirical studies, and *not more than three* studies. Try to select the most methodologically sophisticated/sound studies available (assuming you understand these sophisticated studies ... do not include a study you don't understand well enough to present.) Think of your studies as a coherent set, selecting studies that complement each other. For example, you might organize your presentation so that ...
A.) The first study seems methodologically sound, but a second study using a wider array of control variables “explains away” the first set of findings.
B.) Two studies come to parallel conclusions looking at different outcome variables (e.g., one focuses on work and achievement and the other focuses on work and family relationships).
C.) Two studies focusing on different ages of adolescents or different ethnic or gender groups yield different results, suggesting important age or ethnic or gender considerations in implementing policy.
D.) Two studies yield different conclusions because they understand/define the independent variable or the dependent variable a little differently.

Be sure to articulate why you selected these studies (i.e., how they go together to make a “set.”)

4. Know the methodology of the studies selected! If your studies yield different results, be prepared to speculate on the reason for the difference, some of which is probably related to procedure, or sample, or age of participants, or year in which the study was conducted. Know all this.
5. When presenting tables and figures of results, **keep them simple**. Always report the total number of participants and the number in each group. For mean differences, include the means and standard deviations. For correlations, chi-square, and odds-ratios, present the actual statistic. For regressions, include a list of the significant and non-significant predictors for each focal dependent variable and the final R² or the R² for each block of variables entered, but don't report all the beta-weights. Indicate significance using asterisks (*** $p < .001$; ** $p < .01$; * $p < .05$). In most cases, photocopying the table from the article will be too much information. Don't include anything you can't explain.

6. All groups are required to provide a handout with their presentation. Limit the handout to a single sheet of paper with two sides. Include:
- the question being considered (as the title)
 - full citations for focal studies
 - methodology used (sample, IV, DV, covariates, type of statistical analyses conducted)
 - primary results from the empirical studies represented in simple tables or graphs **AND** in words
 - a summary of what we know and don't know
- **Handouts are due to Professor Gunnoe one week before your presentation date****
7. You may use PowerPoint *in addition* to the handout if you like, but make sure the audience only needs to be looking one place at a time. Use of PowerPoint should support, NOT DISTRACT. Notice that your instructor NEVER has words fading in and out or moving across the screen. Movement on a slide usually does little to enhance learning (and often distracts from the content). You will not receive any extra points, and may be marked down for putting more time into your graphics than into knowing/organizing the content.
8. Be sure to answer the introductory question posed.
9. Dress appropriately for the academic context (e.g., sweater/shirt and slacks/skirt that cover the body parts a professor would cover.) I do not want to be distracted by bare feet, bare midriffs, exposed cleavage, clothing with slogans or tears, or clothing that resembles lingerie. In a prior year, there was one group for which the view was as provocative as the viewpoint. Don't be such a group. (Exception: You may wear a "costume" if this complements your presentation – e.g., a Catholic school uniform, a police officer's uniform, and a "teen job" uniform.)
10. Creativity is smiled upon, provided it enhances rather than distracts from the presentation. (But this is *very much secondary* to providing a clear presentation of the issue, methodology, etc.)
11. Know your stuff well enough that you can talk to us rather than reading from cue cards. Run straight through the whole presentation *at least* once, keeping track of the timing.
- **A timing report is due to Prof. Gunnoe one class day before your presentation.****
12. The group presentation is the responsibility of everyone in the group. Make sure everyone is very familiar with all the studies presented (well enough to answer questions about the methodology). If one person is a slacker, you are all held accountable for failing to make sure everyone was prepared. If you need help, schedule an appoint with me well in advance of the presentation.

Sample timing report (due one class day before your scheduled presentation)

Date of practice presentation _____

Question _____

Write in the name and number of minutes for:

Presenter	Name	Minutes
A.		
B.		
C.		
D.		
		Total: