

Automaticity of
Social Life
Fall 2014

Tuesday 10:10am-
12:30pm
Old Henderson 101A

Instructor:
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Office Hours:
Monday 2:30-3:30,
Wednesday 1:00-2:00
or by appointment



Outside consciousness there rolls a vast tide of life which is perhaps more important to us than the little isle of our thoughts which lies within our ken.

-E.S. Dallas (1866)

Overview

The idea that much of mental life occurs without conscious intention, awareness, or control has a long intellectual history in both psychology and philosophy, and has taken root as one of the central tenets of contemporary psychology. In this seminar, we will explore the ways in which large swaths of mental processes and behavior operate outside of conscious awareness. We will begin with the history of these ideas but place a special focus on the empirical research of the past 40 years. After reading work in cognitive psychology that introduces us to foundational concepts such as implicit learning, memory, and perception (i.e., subliminal perception), we will spend the bulk of our time engaging with how these processes unfold in our social worlds (e.g., attitudes, prejudices, emotions, goals, self-esteem, and relationships). We will conclude by considering the implications of this research for notions of free will and individual responsibility. Readings will draw from cognitive, social, and clinical psychology as well as neuroscience and philosophy.

Course Goals

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

1. Understand the ways in which automatic and controlled thought operate in cognitive and social domains.
2. Digest empirical psychological research.
3. Evaluate the strengths and weaknesses of measurement tools in psychological research.
4. Develop a psychological experiment in an online platform, conduct data analysis, and report research findings in a professional manner.
5. Generate novel research questions by integrating multiple perspectives and sources of information; propose methodologies to test them.
6. Communicate ideas clearly orally and in writing, and be skilled at giving and receiving feedback.

Our Big Questions

How do mental processes operate outside of conscious awareness?

How do thought and behavior occur in the absence of control, and sometimes in ways that contradict our intentions?

How can we measure cognitions and attitudes that are not verbally reportable?

How do the mental processes we are engaging with this semester play out in our social world?

All course materials are on

Bard Moodle

We are pilot testing a new version of Moodle this semester. Sign up for the course at <http://moodle2.bard.edu> (Note the 2 in the URL, which is likely not in the URL for other Moodle websites you are using.) The access code is **autof14**

Policies

Participation & attendance.

Attendance is mandatory. As a seminar, this class is founded on discussion among students, and you can't contribute if you're not here. Participation grades will be lowered for each absence.

Plagiarism. Plagiarism is unacceptable. In its most easily identifiable form, plagiarism represents copying someone else's words. This kind of offense is rare. More common are other, similarly damaging ways to plagiarize. Use of someone else's ideas, arguments (including structure of their literature review), or words without citing them constitutes plagiarism, and is unacceptable. When in doubt, check with me. Unless explicitly stated otherwise, you must work independently on every assignment. Violations of academic integrity will result at a minimum in loss of credit for the assignment, and may result in failure in the class.

Late assignments. Late written assignments will immediately lose 15% of their points, and an additional 10% every 24 hours beyond the deadline.

Electronics. Cell phones should be turned off (*off*, not *vibrate*). Laptop computers are not allowed.

Assessment

Class Participation.

Participation from everyone is crucial. Class participation consists both of thoughtful speaking and careful listening - as a member of our group, you should also respond with thought to your classmates' comments.

Participation includes careful preparation and completion of the reading. Look at the assignments ahead of time and plan accordingly. Our reading load is particularly heavy at the beginning of the semester, which will allow us to gain a breadth of foundational knowledge fairly rapidly. If you tend to be uncomfortable speaking up in classes, please talk to me early in the semester to discuss ways to help you succeed. **120 points**

Weekly Questions. You will post a discussion question on the course website by noon on Monday in seven of the weeks indicated. These questions provide a jumping-off point for class discussions, and give you an opportunity to engage with the readings prior to attending class. More details on this requirement are at the end of the syllabus. Questions will be graded on a $\sqrt{+}/\sqrt{-}$ scale. (7 questions posted; 10 points each) **70 points**

Automatic Behavior

presentation. You will act out a study showing the effects of primes on behavior. In under 12 minutes, you should act out your assigned study. Unlike most adaptations of written

work to a performance, you should not take much artistic license - be true to the methods of your study.

The entire group should be prepared to answer questions about the methods and results of the study. You should be creative, and you should practice! **30 points**

Implicit Measure presentation.

You will present a method of measuring implicit social cognitions to your classmates. Before your presentation your classmates will complete the task online, so you don't need to describe the structure of the method. Instead, in approximately 12 minutes, you should: 1. Describe how the data are scored (you can do so conceptually, not statistically); 2. Discuss evidence for its reliability and validity; and 3. Offer your own assessment of the measure's strengths and weaknesses. **30 points**

Replication. You will be performing a replication of a study related to our course material. This assignment is inspired by recent initiatives related to open science. **75 points**

Final paper. In your final paper you will propose an experiment to test a novel research hypothesis. More details are at the end of the syllabus. **Proposal 20 points, Peer draft 35 points, Peer review 35 points, Final presentation 35 points, Final paper 50 points. (175 points total).**

Grading Scale

The total number of points earned out of 500 total points determines your grade, with cutoffs for each threshold as indicated below. The scale may change, but only in a direction that would help your grade. Pluses and minuses will be assigned at the top and bottom of each range.

A-range	450 points	D	325 points
B-range	400 points	F	Fewer than
C-range	350 points		325 points

Summary of Due Dates

Weekly questions	As indicated
Act out priming study	9/30
List of measures for replication	10/9**
Replication pre-paper	10/16**
Implicit measure presentation	10/21
Replication programming	10/27**
Final paper proposal	11/6**
Replication final report	11/13**
Final presentation	11/25 or 12/2
Peer draft	12/4**
Final paper	12/19**

**Not a class day. Assignments should be submitted by 11:00 pm.

Schedule

September 2:
Introduction

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux. CHAPTER 1 (Selections).



September 9: Historical & Contemporary Issues



DUE: WEEKLY QUESTION

- Leibniz, G. (2003). New essays on the human understanding. In P. K. Moser & A. vander Nat (Eds.), *Human knowledge: Classical and contemporary approaches* (3rd ed., pp. 149-156). New York, NY: Oxford University Press.
- Wilson, T. (2002). *Strangers to ourselves: Discovering the adaptive unconscious*. Cambridge, MA: Harvard University Press. Chapter 1: Freud's Genius, Freud's Myopia (pp. 1-16).
- Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.
- Kihlstrom, J. (1987). The cognitive unconscious. *Science*, 237, 1445-1452.

DUE: WEEKLY QUESTION

- Schacter, D. L. (1987). Implicit memory: History and current status. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 13, 501-518.
- Rugg, M. D., Mark, R. E., Walla, P., Schloerscheidt, A., Birch, C. S., & Allan, K. (1998). Dissociation of the neural correlates of implicit and explicit memory. *Nature*, 392, 595-598.
- Amir, N., Foa, E. B., & Coles, M. E. (2000). Implicit memory bias for threat-relevant information in individuals with generalized social phobia. *Journal of Abnormal Psychology*, 109, 713-720.
- Mitchell, D. B. (2006). Nonconscious priming after 17 years: Invulnerable implicit memory? *Psychological Science*, 17, 925-929.

DUE: WEEKLY QUESTION



- Higgins, E. T., Rholes, W. S., & Jones, C. R. (1977). Category accessibility and impression formation. *Journal of Experimental Social Psychology*, 13, 141-154.
- Dijksterhuis, A., Aarts, H., & Smith, P. K. (2005). The power of the subliminal: On subliminal persuasion and other potential applications. In R. R. Hassin, J. S. Uleman, & J. A. Bargh (Eds.), *The new unconscious* (pp. 77-106). New York, NY: Oxford University Press. READ CAREFULLY THROUGH PAGE 87; SKIM pp. 87-END.

- Lau, H. C., & Passingham, R. E. (2007). Unconscious activation of the cognitive control system in the human prefrontal cortex. *Journal of Neuroscience*, 27, 5805-5811.
- Moore, T. E. (1996). Scientific consensus and expert testimony: Lessons from the Judas Priest trial. *Skeptic*, 20. SKIM
- Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 6, 1314-1329.

DUE: WEEKLY QUESTION, "ACT OUT" PRIMING STUDY

- Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality & Social Psychology*, 71, 230-244.
- Wheeler, S. C., Morrison, K. R., DeMarree, K. G., & Petty, R. E. (2008). Does self-consciousness increase or decrease priming effects? It depends. *Journal of Experimental Social Psychology*, 44, 882-889.
- Aarts, H., Custers, R., & Marien, H. (2008). Preparing and motivating behavior outside of awareness. *Science*, 319, 1639-1639.

Articles to act out.

- Jia, L., Hirt, E. R., & Evans, D. N. (2014). Putting the freeze on priming: The role of need for cognitive closure on the prime-norm dynamic. *Personality and Social Psychology Bulletin*, 7, 931-942. ACT OUT STUDY 3.
- Kouchaki, M., Gino, F., & Jami, A. (2014). The burden of guilt: Heavy backpacks, light snacks, and enhanced morality. *Journal of Experimental Psychology: General*, 143, 414-424. ACT OUT STUDY 1c.
- Vohs, K. D., Mead, N. L., & Goode, M. R. (2006). The psychological consequences of money. *Science*, 314, 1154-1156. ACT OUT STUDY 5. YOU WILL NEED TO LOOK AT THE SUPPORTING ONLINE MATERIALS (LINK IN FIRST PAGE OF THE DOCUMENT).
- Lammers, J., Dubois, D., Rucker, D. D., & Galinsky, A. D. (2013). Power gets the job: Priming power improves interview outcomes. *Journal of Experimental Social Psychology*, 49, 776-779. ACT OUT STUDY 2.

**DUE: WEEKLY QUESTION, LIST OF MEASURES FOR REPLICATION (10/9)**

- Bartlett, T. (2013, January 30). Power of suggestion. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Power-of-Suggestion/136907/>
- Cesario, J. (2014). Priming, replication, and the hardest science. *Perspectives on Psychological Science*, 9, 40-48.
- Open Science Collaboration. (2012). An open, large-scale, collaborative effort to estimate the reproducibility of psychological science. *Perspectives on Psychological Science*, 7, 657-660.
- Buhrmester, M., Kwang, T., & Gosling, S. D. (2011). Amazon's Mechanical Turk: A New source of inexpensive, yet high-quality, data? *Perspectives on Psychological Science*, 6, 3-5.
- Read your assigned journal article VERY carefully.

NO CLASS- FALL BREAK!
REPLICATION PRE-PAPER DUE ON 10/16

**DUE: WEEKLY QUESTION, IMPLICIT MEASURE PRESENTATIONS, REPLICATION PROGRAMMING
(DUE 10/27)**

Nosek, B. A., Hawkins, C. B., & Frazier, R. S. (2011). Implicit social cognition: from measures to mechanisms. *Trends in Cognitive Sciences*, 15, 152-159.

Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality & Social Psychology*, 74, 1464-1480. SKIM AND COMPLETE AT LEAST TWO IATs AT [HTTP://IMPLICIT.HARVARD.EDU](http://implicit.harvard.edu) (LINK ON MOODLE).

Greenwald, A. G., Poehlman, T. A., Uhlmann, E. L., & Banaji, M. R. (2009). Understanding and using the Implicit Association Test: III. Meta-analysis of predictive validity. *Journal of Personality and Social Psychology*, 97, 17-41. READ THE NON-TECHNICAL SUMMARY OF THIS ARTICLE.

Nock, M. K., Park, J. M., Finn, C. T., Deliberto, T. L., Dour, H. J., & Banaji, M. R. (2010). Measuring the suicidal mind: Implicit cognition predicts suicidal behavior. *Psychological Science*, 21, 511-517.

Longua Peterson, J., & DeHart, T. (2013). Regulating connection: Implicit self-esteem predicts positive non-verbal behavior during romantic relationship-threat. *Journal of Experimental Social Psychology*, 49, 99-105.

Implicit Measure Presentation Articles

- | | |
|----------------------|------------------------------------|
| 1. Affective priming | 3. Affect Misattribution Procedure |
| 2. The brief IAT | 4. Extrinsic Affective Simon Task |

DUE: WEEKLY QUESTION

Arkes, H. R., & Tetlock, P. E. (2004). Attributions of implicit prejudice, or “Would Jesse Jackson ‘fail’ the Implicit Association Test?” *Psychological Inquiry*, 15, 257-278. SKIP pp. 268 (STARTING AT Is it Possible to Pass Classic Correspondence and Coherence Benchmarks of Rationality and Still Be Prejudiced?) TO 274 (PICK UP AGAIN AT The Political Psychological Context of the Debate).

Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2004). No place for nostalgia in science: A reply to Arkes and Tetlock. *Psychological Inquiry*, 15, 279-289. STOP READING AT Is it Possible to Pass Classic Correspondence and Coherence Benchmarks of Rationality and Still Be Prejudiced? ON p. 285.

Dasgupta, N., & Rivera, L. M. (2006). From automatic antigay prejudice to behavior: The moderating role of conscious beliefs about gender and behavioral control. *Journal of Personality and Social Psychology*, 91, 268-280.



DUE: PROPOSAL FOR FINAL PAPER (DUE 11/6)

No reading – you will analyze your data for your replication project in class.

DUE: WEEKLY QUESTION, REPLICATION FINAL REPORT (DUE 11/13)



November 11:
Social interactions

- Fitzsimons, G. M., & Bargh, J. A. (2003). Thinking of you: Nonconscious pursuit of interpersonal goals associated with relationship partners. *Journal of Personality and Social Psychology*, 84, 148-164.
- LeBel, E. P., & Campbell, L. (2009). Implicit partner affect, relationship satisfaction, and the prediction of romantic breakup. *Journal of Experimental Social Psychology*, 45, 1291-1294.
- Cheng, C. M., & Chartrand, T. L. (2003). Self-monitoring without awareness: Using mimicry as a nonconscious affiliation strategy. *Journal of Personality and Social Psychology*, 85, 1170-1179.

DUE: WEEKLY QUESTION

November 18: Conscious Will, responsibility,
and implications

- Libet, B. (1985). Unconscious cerebral initiative and the role of conscious will in voluntary action. *Behavioral & Brain Sciences*, 8, 529-566. NOTE: READ ONLY THE ORIGINAL TARGET ARTICLE, ENDING ON P. 539.
- Wegner, D. M. (2008). Self is magic. In J. Baer, J. C. Kaufman, & R. F. Baumeister (Eds.), *Psychology and free will* (pp. 226-247). New York: Oxford University Press.
- Baumeister, R. F. (2008). Free will in scientific psychology. *Perspectives on Psychological Science*, 3, 14-19.
- Rigoni, D., Kuhn, S., Sartori, G., & Brass, M. (2011). Inducing disbelief in free will alters brain correlates of preconscious motor preparation: The brain minds whether we believe in free will or not. *Psychological Science*, 22, 613-618.
- Rosen, J. (2007, March 11). The brain on the stand. *New York Times*. Retrieved from <http://www.nytimes.com/2007/03/11/magazine/11Neurolaw.t.html>
- Nahmias, E. (2011, November 13) Is neuroscience the death of free will? [Web log comment]. Retrieved from <http://opinionator.blogs.nytimes.com/2011/11/13/is-neuroscience-the-death-of-free-will/>

DUE: PRESENTATION (11/25 or 12/2), PEER DRAFT (DUE 12/4)

November
25 &
December 2

Each student will have 12 minutes to present on his or her final project, with the goal of receiving feedback for the final paper. You should come to class prepared not only to present your work, but to offer thoughtful feedback about that of your classmates.



PEER WRITING WORKSHOP

Details will be provided in class.

December
9

FINAL PAPER DUE 12/19

GUIDELINES: WEEKLY QUESTIONS

Beginning the second week of class, you will post questions to Moodle. You must read and consider your classmates' questions before class. Questions are intended to help you organize your thoughts, provoke class discussion, and give you a sense of how your classmates approach the material. Think of your questions like Goldilocks and the three bears – they shouldn't be too small ("The sample size wasn't big enough in Study 1") or too big ("What is memory?"). **For the first two weeks of posting, indicate the type(s) of question you are asking (see below).**

Here are some questions that psychologists ask. They may be a starting point for generating questions:

- Are the hypotheses reasonable? Are they logical, given the literature reviewed? **HYP**
- Do the methods of the study allow the author(s) to test the hypotheses outlined?
METH
- Are the statistical analyses appropriate? **STAT**
- Do the data support the inferences drawn in the article? **INFER**
- Are there alternative explanations for the findings? **ALT**
- Does anything you know (from other classes, other readings in this class, or being human) contradict or limit the theory or data in the article? **CONTR**
- Does the reading suggest any directions for future research or new hypotheses?
FUTURE

While these questions should be well thought-out and follow the basic rules of English grammar, they are not a formal writing assignment, and do not need to be in APA format. This is your chance to share the questions or thoughts you had while completing the reading and to direct class discussion toward the areas that most interest the class. You can also include questions of fact or clarification (i.e., if you didn't know a term or understand some piece of a reading), but these should be in addition to questions intended to generate discussion. Occasionally, you will spend the first fifteen minutes of class writing a response to one of the questions posed by you or your classmates. Your responses to these will count toward your total "question" grade.

GUIDELINES: REPLICATION PROJECT

In this assignment, you will be performing a replication of a recent study. This assignment is inspired by the recent initiatives related to open science. “The gold standard for reliability is independent replication ... Replicating and extending allows researchers to create an interlocking edifice of findings, rather than an array of unconnected phenomena (Newell, 1973). What better way to promote this kind of cultural shift than to instill our students the values that we want our young scientists to hold?” (Frank & Saxe, 2012).

Replicating an existing study provides the opportunity to get to know a particular study very well, and to build on the skills you developed in Statistics and Research Methods in study design and data analysis. I hope this assignment will provide you as an individual and us collectively as a class the opportunity to practice psychological science, and to be active producers as well as consumers of knowledge.

You will be assigned (based on your expressed interest, as well as skills and desired areas for development) a recent study for replication, and placed into a group. Your group will then create an online version of the study, and I will launch it on Amazon’s Mechanical Turk (mTurk), which “is a novel, open online marketplace for getting work done by others.” (Buhrmester et al., 2011). You will then analyze the data and complete the report.

Steps of the Replication Project

September 23 – Description of replication project in class, assignment of articles

I will describe the replication project and the selected articles in class, and will assign groups based on student interests, skills, and desired development.

October 9 – Complete list of measures for replication project

Your group will submit a complete list of all measures, questions, instructions, and other materials that will be used in your replication. See “Sample Complete Set of Measures” on Moodle for an example of what I might submit if I were conducting a replication of Study 3 from Correll et al. (2002), which we will read for September 23.

October 16 – Finish programming replications, hand in “prepaper”

You will finish programming your replications and I will launch them on Mechanical Turk. You will also submit your replication “prepaper” which will consist of : 1. A very short introduction to the study; 2. A description of the method (including power analysis, description of your planned sample, materials, procedures, analysis plan, and description of any differences from the original study). You must follow the replication template posted on Moodle for this assignment. There is also an example report of a replication to give you a sense of the amount of detail required. Each group only needs to submit one paper.

October 27 – Complete programming replications

To program the study, you should:

1. Visit [surveygizmo.com](https://www.surveymgizmo.com) and sign up for a free account
2. Program your study using surveygizmo. I have tried to select studies that will be straightforward to program, but you may well find that you need to problem solve and make decisions. You will need to make a separate surveygizmo survey for each condition. I will then set it up so participants are randomly assigned to receive one and only one of the surveys.
3. By **Monday, October 27** email me a link to your study (if you have multiple conditions, you will have multiple links to send); 2. A description of any problems you have had in programming your study that you'd like my help in troubleshooting

November 4 – Data analysis (in class)

We will conduct data analysis in class.

November 13 – Replication “postpaper” due

This paper should include: 1. The text of your prepaper, with edits based on my feedback (but not based on your data); 2. Your results (including description of how the data were prepared, a description of the results of your confirmatory analyses that conduct the tests you detailed in your prepaper analysis plan, and any exploratory analyses you chose to conduct); 3. Discussion (including a summary of the replication attempt and commentary). Again, you must follow the replication template posted on Moodle for this assignment. You may again find the example report of a replication useful.

Grading

Grades will reflect:

- Initiative and independence (while also seeking appropriate guidance) on programming the study and conducting data analysis
- The quality of the replication (e.g., Did you include all needed measures? Did you have the appropriate measures? Were your analyses completely and competently conducted and reported?)
- Quality of the written report (Did it have all of the required components? Was the writing clear and free of grammatical and typographical errors? Were you thoughtful and accurate in interpreting your results and providing any commentary?)
- Were you an outstanding group member? You will (confidentially) evaluate and grade the other members of your group for their contributions, and will be evaluated for your work in the group.

GUIDELINES: FINAL PAPER

In your final paper you will propose an experiment that tests a hypothesis related to automatic processes in social life. Your experiment *must* be a true experiment – at least one variable must be manipulated. The study should *not* be a correlational design (i.e., testing whether one variable is associated with another variable). Your project can cover any topic related to what we have covered in class – it may be a focused look at something specific we've looked at in, or it may explore a topic not covered in the syllabus. In either case, you will be expected to complete additional research beyond the readings on the syllabus for your project.

Initial proposal. In this 2 page (double-spaced) proposal, you should present your study to the reader in a condensed way. You should have a minimum of five citations at this point, at least three of which are empirical articles not included in our syllabus. Your proposal should address the following questions

- What is your research question?
- Why is this research important?
- What previous literature led you to your questions?
- How will you test your hypothesis?
- What are your predicted results?

Written paper. This paper will be written like an empirical journal article, although with a “Predicted Results” section rather than an actual Results Section. In the Introduction, provide a clear and logical justification. It should review the literature relevant to your study, while leading up to your particular research question. Before you move onto the Method section, you should have clearly stated your study's aims and hypotheses. The Method section should be detailed enough that a reader would actually be able to conduct your study. Include all materials (in Appendices if needed) that you would use in your study. The Results section should describe the analytical techniques and predicted results for your study (you may find graphs or tables useful). In the Conclusion, restate your aims, and “findings.” How does your study answer your question, and what inferences can be drawn from this research?

Additional guidelines

- Papers should be between 12 and 14 double-spaced pages of text, plus a Title Page, Abstract, References, and Appendices. Page numbers should be included in the top right-hand corner
- Papers should follow APA style
- All papers should be carefully proofread for spelling and grammar before being turned in
- Papers should reflect substantial outside research
- You must work independently on this paper

Oral presentation. Finally, at the end of the semester you will share your research proposals with your classmates. In these 12-14 minutes presentations, you will describe your research question, and the study you've designed to test it. The presentation should be well-organized and engaging, and should use Powerpoint or its equivalent. Time will be allotted for discussion and feedback from me and your peers.

Grading Criteria

Clear statement of question	Your question should be easily identifiable to the reader. Moreover, it should remain the focal point of your argument. At the end of the paper, if someone asked a casual reader “What was the author’s point?” he or she should be able to answer.
“Thesis-like” quality of question.	The central question should: <ul style="list-style-type: none">• Be the basis for your argument and proposed study• Be compelling• Provide evidence of originality of thought, and integration of the material beyond what we’ve discussed in class or covered in the readings
Evidence that there is <i>empirical</i> support for thesis	Your argument should be based on empirical evidence that comes from studies that are clearly described. The evidence to support your assertions should be clear. (If you make assumptions, be explicit that they are assumptions and that your argument rests on their validity.) You should have at least eight empirical sources that are NOT from our class readings.
Logic of argument	Your argument should be clear and logical. An excellent paper will avoid sweeping generalizations, will be objective in considering evidence, and will carefully address counterarguments to the thesis. Ideas should progress linearly.
Study design	Your proposed study should be a good test of your hypothesis. It should be well-thought-out, and free of any major confounds or artifacts.
Overall writing style	Prose should be straightforward, clear, and easy to follow. Your paper should be well-organized and written for a professional audience. The paper should be carefully proofread before turning it in.
APA style.	The paper should follow APA format. In particular, in-text citations and your reference list should be accurate.