

PSYC11.01: Social Psychology Methods Laboratory Winter 2012

Course

PSYC11H3: Social Psychology Methods Laboratory

Class Time and Location: Wednesdays Noon-2pm, SW316

Website: <https://portal.utoronto.ca/webapps/portal/frameset.jsp>

Instructor

SiSi Tran, Ph.D.

E-mail: sisi.tran@utsc.utoronto.ca

Office: Science Wing, SW531

Office Hours: Mondays 12-1pm

Teaching Assistant

Matthew Quitasol

E-mail: matthew.quitasol@utoronto.ca

Office: Science Wing, SW531

Office Hours: Mondays 9-10am

Course Description, Goals, and Objectives

The course provides an introduction to conceptual and practical issues concerning research in social psychology. It provides hands-on experience with several different types of research methods including (1) survey and questionnaire development, (2) behavioral observation and coding methods, (3) experimental methods, (4) social cognitive priming methods, (5) diary and experience-sampling longitudinal methods, and (6) reaction time methods. The course will cover research design, data collection, analysis, validity, written reports, and formal presentation of findings.

The ***general goals and objectives*** of the course are

- Learn how to frame a research question and design studies to test predictions
- Explore various methods of conducting social psychological research
- Practice and develop critical thinking skills and scientific analysis.
- Learn written and oral communication skills that emphasize scientific precision.
- Find ways to apply science to social issues in everyday life.

Course Readings

Crano, W. D., & Brewer, M. D. (2002). *Principles and methods of social research (2nd ed.)*. Mahwah, NJ: Lawrence Erlbaum Assoc. (NOTE: this reading is optional)

Class Participation

As a C-level laboratory course, this class is structured primarily around research activities, class discussion, and general engagement. With an emphasis on research design, data collection, and critical analysis, it is imperative that students actively participate in class exercises and discussions. This will greatly enhance the classroom experience. It will make learning more interactive, more fun, more personally relevant, and more enduring.

Research Paper

Throughout the course, the class will conduct six mini-research projects using the social psychological methods listed above. Students will write a research paper about one of the six projects from the course; the project can be of the students' own choosing. Detailed instructions for the research paper will be provided in class. The paper is worth 100 points, and it must be submitted by 5pm on the due date in order to receive full credit. Late papers will be accepted up to one week late; however, 10 points will be deducted from the score for every day that it is late.

Research Proposal

The research proposal will involve researching a topic of the students' own interest in social psychology, writing a detailed description of a specific model, theory, hypothesis, or phenomenon, reviewing the literature, and writing a research proposal to further examine that model, theory, hypothesis, or phenomenon. Detailed instructions for the research proposal will be provided in class. The research proposal is worth 100 points, and it must be submitted by 5pm on the due date in order to receive full credit. Late papers will be accepted up to one week late however 10 points will be deducted from the score for every day that it is late.

Final Presentation

The final presentation will involve pairing up with another student to present your joint research proposal to the class – this topic may be the same as that for your written research proposal. Although your research paper will be written separately, the presentation should be presented together. Visual aids are recommended (i.e., powerpoint presentation, overhead slides, handouts). The presentation should last approximately 15 minutes with a few minutes for questions. Detailed instructions for the proposal/presentation will be provided in class. Each pair of students will receive the same mark for the final presentation, worth 50 points.

Disabilities

Academic accommodations are available for students with disabilities who are registered with *AccessAbility Services*. Students who register and utilize the *AccessAbility* services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student's permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. Talking with me well in advance is always better. There is little to nothing that I can do for you *after* an assignment is due.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

"Scholastic Dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."

Grading System

| | |
|-----------------------|-------------------|
| Research Paper | 100 points |
| Research Proposal | 100 points |
| Research Presentation | 50 points |
| Total | 250 points |

| Grade | Point Value | Percentage | Definition |
|-------|-------------|------------|------------|
| A+ | 224 to 250 | 90-100 | Excellent |
| A | 211 to 223 | 85-89 | |
| A- | 199 to 210 | 80-84 | |
| B+ | 191 to 198 | 77-79 | Good |
| B | 181 to 190 | 73-76 | |
| B- | 174 to 180 | 70-72 | |
| C+ | 166 to 173 | 67-69 | Adequate |
| C | 156 to 165 | 63-66 | |
| C- | 149 to 155 | 60-62 | |
| D+ | 141 to 148 | 57-59 | Marginal |
| D | 131 to 140 | 53-56 | |
| D- | 124 to 130 | 50-52 | |
| F | 0 to 123 | 0-49 | Inadequate |

Course Calendar

| Date | Topic | Deadlines |
|--------|--|------------------------------------|
| 9-Jan | Fundamentals of Scientific Literacy | |
| 16-Jan | Fundamentals of Scientific Literacy | Autobiography Due |
| 23-Jan | Questionnaire and Survey Design | |
| 30-Jan | Lab Experimental Methods | |
| 6-Feb | Field Experimental Methods | |
| 13-Feb | Behavioral Observation | |
| 20-Feb | Reading Week - No Class | |
| 27-Feb | Diary and Experience Sampling Methods | |
| 6-Mar | Priming and Reaction Time Methods | Paper Due (Sunday, March 10th 5pm) |
| 13-Mar | Review and Prep for Research Proposals | |
| 20-Mar | Individual Consultations | |
| 27-Mar | Student Presentations | |
| 3-Apr | Student Presentations | |
| | Reading Week - No Class | Paper Due (Sunday, April 7th 5pm) |