

University of Toronto, Scarborough
PSYC11, Lectures 01, 30
Winter, 2016

Instructor: Connie Boudens (connie.boudens@utoronto.ca)
Office: PO103, room 123
Office hour: Mondays, 17:00 – 18:00 or by appointment

Teaching Assistants:

Section 01: Christine Guthrie (c.guthrie@mail.utoronto.ca)
Section 30: Stephanie Schwartz (stephanie.schwartz@mail.utoronto.ca)

Course description: In this course we will cover the research methods most commonly used in social psychology, and give you some practical experience at designing and carrying out research. The goals of the course are two-fold: to develop your skills at evaluating and critiquing research in social psychology, and to further your growth as researchers. The course will consist of a mixture of lectures, workshops, and exercises.

Prerequisites: PSYB01H3 and PSYB07H3 (or SOCB06H3 or STAB22H3) and PSYB10H3

Exclusion: PSY329H

Textbooks: Cozby, P. C., & Rawn, C. D. (2012) *Methods in Behavioral Science*. Toronto: McGraw-Hill Ryerson. (any edition of this text is fine, but the schedule of readings refers to the 2nd Canadian edition)
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Grading Summary:

Attendance and Participation (10%)

This includes attending class, paying attention, and participating in workshops and exercises. It also means refraining from activities that distract the instructor and/or your fellow students. *This includes such activities as carrying on conversations, texting, surfing the internet, updating social media accounts, and playing games on your computer.* If you engage in these activities, you will be asked to leave the class.

Quizzes (25%)

Over the course of the term, 5 quizzes will be given. The quiz for the day in question will cover the readings that you should have completed for that class. Each quiz is worth 5%, but your lowest score will be dropped, and your highest score will be counted twice. Note that the quizzes will be given *at the beginning of class*; anyone who arrives late will not be permitted to take the quiz.

Annotated Bibliography (15%)

For this assignment, you will submit all of the papers you intend to use as the 12 references for your term paper (see below). For each article, you will submit a short summary, and you will briefly discuss how the article ties in with the research you are doing for your term paper. For each article you should be writing 1-2 pages. You will submit this *as a group assignment*. The best way to approach this would be to split the work up so that each group member works on 2-3 articles.

Experimental Design Assignment (20%)

For this paper, you will design an experiment that tests the same question as your major paper. This paper should include an abbreviated introduction (approx. 2 pages), and a detailed method section. The paper should be approximately 5-6 pages, exclusive of front and back matter, and must be in APA format. This paper can be submitted as an individual paper *or* as a group paper.

Term Paper (30%)

This paper will consist of a lab report in the style of an APA manuscript. For this paper, you will work in groups to design and carry out a questionnaire and/or observational study, including collecting and analyzing data. Your final paper will include all of the basic sections found in an APA-style paper (abstract, introduction, method, results, and discussion). The paper should be 8-10 pages exclusive of front and back matter, and must include a minimum of 12 references from peer-reviewed journals. At least five of those references must be dated 2006 or

later (i.e. more recent). Your references can be theory or empirical papers, but cannot include review articles, book chapters, books, dissertations, or conference proceedings. Although you'll be working in groups for most of the term, *the final paper is an individual paper*, so you must write and submit your own work.

Rules and Policies Pertinent to This Class:

1. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.
2. In accordance with the Provost's guidelines on appropriate use of information and communicative technology, and for reasons of privacy and copyright protection, you may not record class session in either audio or video format without the explicit consent of the instructor.
3. **Laptops and other electronic devices should only be used in class for course-related purposes. If you are using them for another purpose, you will be asked to stop.**
4. Email policy: Whenever possible, please talk to me in person if you have a question or problem. Typing an email requires a great deal more time than a verbal response, and talking in person makes it easier for me to understand what you are asking and give an appropriate response. If you must send email, *please include the class you are in and the topic of your email in the subject line.*
5. **Respect for all class participants is essential, and it is something that I insist on as an instructor.** When another member of the class is speaking, everyone else is expected to give that person their full attention.
6. **Distracting behaviour will not be tolerated.** This includes chatting with fellow classmates, playing video games, texting, surfing the internet, arriving late or leaving early, and attempting to redirect the discussion to a topic that is not relevant to the class.
7. Assignments are due at the beginning of class. Work that is handed in late will be penalized 10% for each working day or weekend that it is late.
8. Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:
 - **IN PAPERS AND ASSIGNMENTS:** Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment.
 - **ON TESTS AND EXAMS:** Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity.
 - **IN ACADEMIC WORK:** Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

Tentative Schedule and Readings

Date	Topic	Readings	
Jan 7	Introduction to the course		
Jan 14	Finding research topics	Ch 2	Formation of groups
Jan 21	Surveys and questionnaires	Ch 7	Quiz 1
Jan 28	Observational research	Ch 6	Quiz 2
Feb 4	Group Work: Settling on a topic and method		
Feb 11	Experiments – basic ideas	Ch 4 pp 78-85 & Ch 8	Quiz 3
Feb 18	Reading Week: No class		
Feb 25	The introduction section	APA Manual Ch 2	Quiz 4
Mar 3	Experiments continued	Ch 9 & 10	Quiz 5
Mar 10	Method and results sections Data collection	See assigned reading on BB	Annotated bibliography due
Mar 17	Data analysis		Experimental design paper due
Mar 24	Consultations on term papers (optional class)		
Mar 31	Qualitative research		Term paper due

