PSYC11H3F-LEC02. Social Psychology Laboratory

Course Information

Course name: PSYC11H3-LEC02: Social Psychology Laboratory (Section 02)

Class time and location: Wednesdays 2:00-4:00pm, SW316

Prerequisites: [PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB10H3.

Course Instructor and Teaching Assistant

Course Instructor: Dr. Kosha Bramesfeld

Preferred mode of contact: Please use the Quercus inbox*

Email: kosha.bramesfeld@utoronto.ca

Office: Portable Offices (near the Science Wing): PO103-111

Office hours: Wednesdays 11:00am-12:00pm (PO103-111)

Teaching Assistant: Christy Guthrie

Preferred mode of contact: Please use the Quercus inbox*

Email: c.guthrie@utoronto.ca

Appointments: Contact Christy directly to set up an appointment.

*Correspondence with us must occur via your University of Toronto email address. To facilitate communication, you are strongly advised to use the Quercus inbox.

Course website and materials
All materials for the course, including course announcements, assignment guidelines, and resources will be posted on our course website. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the course website at least once per week. https://q.utoronto.ca/courses/60972

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[1] Except for where otherwise noted in the image alt text, all images in this syllabus come from Pixabay.com and are used under a CC0 creative commons license.

Course Description, Goals, and Learning Objectives

This course provides an introduction to conceptual and practical issues concerning research methods in social psychology. It provides hands-on experience with several different types of research methods including (a) experimental design, (b) survey and questionnaire development, and (c) behavioural observation and coding.

Through instructor-provided examples, journal article readings, and in-class activities, students will be introduced to several common research methods and techniques in social psychology including laboratory, field, and online experiments; attitude measurement; social cognitive priming; reaction time studies; experiential sampling techniques; behavioural observation; physiological measurement; quasi-experiment design; non-experimental designs; and meta-analysis.

By the end of the course, students should be able to:
• Identify respected social psychology journals that publish review articles and original research studies on topics within social psychology.
• Explore common research methods and techniques being used to study social psychological phenomenon.
• Articulate the rationale of a specific research question within the context of social psychological theory and research.
• Critically evaluate a research design in terms of its internal validity, construct validity, external validity, and statistical conclusion validity.
• Design an ethical research study and collect and analyze data to test the research hypotheses of those studies.
• Communicate orally and in writing the theoretical rationale, scientific methods, statistical results, and scientific and social significance of research findings.

Textbook

There is not a required textbook for the course. However, you are expected to have basic prerequisite knowledge of psychological research methods and statistical data analysis and to strengthen your understanding of these concepts throughout the term. To facilitate this learning process, you are strongly encouraged to have a research methods textbook available to use as a resource. If you do not still have your textbook from PSYB01/B04, the following textbook has been placed on UTSC library course reserve (in hard copy and as an eBook) for your use:

Crano, W. D., Brewer, M. D., & Lac, A. (2015). *Principles and Methods of Social Research* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Assoc.

eBook: https://ebookcentral-proquest-com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=1775357

Course Requirements

Your grade in the course will be determined by your (a) participation in the design, data collection, and analysis of two research projects, (b) the quality of two term papers, and (c) your contribution to a poster presentation. Course marks will distributed as follows:

Overview of Course Assessments

Assessment category	Points	Percent
Project assignments (3 individual, 3 group)	175	17.5%
Paper 1: Research Proposal (due Oct. 21)	350	35.0%
Poster & Research Presentation	75	7.5%
Paper 2: Final Research Report (due Nov. 25)	400	40.0%
Maximum Total Points / Percent	**1000**	**100%**

Please see the course website for exact requirements, deadlines, and grading criterion.

Grading Scale

Grade	Points	%	Definition	Grade	Points	%	Definition
A+	895-1000	90-100		**C+**	665-694	67-69	
A	845-894	85-89	**Excellent**	**C**	625-664	63-66	**Adequate**
A-	795-844	80-84		**C-**	595-624	60-62	
B+	765-794	77-79		**D+**	565-594	57-59	
B	725-764	73-76	**Good**	**D**	525-564	53-56	**Marginal**
B-	695-724	79-72		**D-**	495-524	50-52	
				F	< 494	< 49	**Inadequate**

Class Preparation

As a C-level laboratory course, this course is structured around class discussion and research activities with an emphasis on research design, data collection, and the critical evaluation of research. As such, it is imperative that students be prepared to actively participate in class discussions and activities each week. At least one week prior to each class, I will post an overview of the activities for that week, along with a reference to chapters in the textbook that can be used to refresh key prerequisite knowledge and terms that you should know prior to class. You will be expected to know and use this knowledge (and corresponding terms) in class discussions and assessments.

Project assignments

Class meetings are oriented around two research projects. For the first project, you will work in small groups to design an online survey experiment that utilizes a self-report questionnaire. For the second project, we will work together as a class to design a behavioural observation to be conducted "in the field". There are 3 individual preparation assignments and 3 group-based assignments associated with these projects. The project work contributes to your research proposal and final paper.

TCPS 2 Tutorial

In anticipation of collecting data for the projects in the course, you will be required to complete the TCPS 2: CORE – Tutorial (Course on Research Ethics). The tutorial provides an introduction to the 2nd edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2).*

Paper 1: Research Proposal

Paper 1 summarizes the rationale, methods, and predicted results of your Project 1 experiment in an APA-style research proposal. Although the Project 1 experiment will be designed in collaboration with other students, you are expected to write the research proposal on your own based on your own review of the literature, description of the experiment, result predictions, and critical analysis of the design. Please see the course website for paper guidelines, the grading rubric, and information on avoiding plagiarism.

Paper 2: Final Research Report

Your final paper will include a revision of your research proposal with four added components:

1. A cover letter addressing how you revised your paper to address the feedback provided to you in response to your research proposal (Paper 1).
2. The addition of the statistical findings and interpretation of the results from Project 1.
3. The addition of a rationale, proposed method, and predicted results of a second social psychological study that is on the same topic as Project 1, but that utilizes a method other than (or in addition to) a survey.
4. The inclusion of a "General Discussion" that addresses the strengths and weaknesses, scientific importance, and real world implications of the two research studies discussed within your paper.

Research Showcase

Working in small groups, you will prepare a poster that reports the rationale, methods, results (predicted or actual), and implications of one of the course projects (e.g., Project 1 or Project 2). The poster will be presented during a research showcase event scheduled for November 28th from 2:00-4:00pm (date and time subject to change). Each member of the class will be expected to present during the showcase event. Audience members may include other psychology students, faculty members, and invited guests.

Poster printing costs: Students are responsible for printing their own posters (one per group). With several days advanced notice, it costs ~$60/poster to print a poster at CopyKats. Depending on the size of your group, the cost per person will be about $10-$30/person.

Course Schedule

Please note: This schedule is subject to minor revisions with advanced notice from the instructor to best meet students' learning needs.

Date	Class Topic, Project Work, and Assessments	Points
Class 1: **Sept. 5**	**Social psychology research** (Project 1 topics)	
Sept. 12	Assignment 1: Article critique 1 (due by 2pm)	20 pts
Class 2: **Sept. 12**	**Scientific Literacy** (Project 1 readings)	
Sept. 19	Assignment 2: Article critique 2 (due by 2pm)	50 pts
Class 3: **Sept. 19**	**Building a scientific rationale** (Project 1 rationale)	
Sept. 26	Assignment 3: TCPS 2 & research design (due by 2pm)	30 pts
Class 4: **Sept. 26**	**Experimental design** (Project 1 experimental design)	
Sept. 28	Group assignment 1: Research plan (due by 5pm)	30 pts
Class 5: **Oct. 3**	**Survey development** (Project 1 survey development)	
Oct. 9	Group assignment 2: Online survey approval	20 pts
No class: **Oct. 10**	**Fall break (Oct. 6-12) – No class meeting**	
Ongoing	Project 1 data collection (mid Oct. - Nov. 4)	
Class 6: **Oct. 17**	**Beyond the survey** (Project 2 topic selection)	
Oct. 21	Paper 1 research proposal (due by 11:59pm)	350 pts
Class 7: **Oct. 24**	**Field experiments** (Project 2 field study design)	
Ongoing	Finish up Project 1 data collection (Oct. 9 - Nov. 4)	
Class 8: **Oct. 31**	**Behavioural observation** (Project 2 data collection)	
Nov. 2	Group assignment 3: Field study (due by 5pm)	25 pts
Class 9: **Nov. 7**	**Analyzing data** (Project 1 & 2: Data analysis)	
Ongoing	Use Paper 1 feedback to start writing Paper 2	
Class 10: **Nov. 14**	**The "big picture"** (Project 1 & 2: Data interpretation)	
Nov. 19	Deadline for dropping the course without penalty	
Class 11: **Nov. 21**	**Disseminating research** (Prepare poster presentation)	
Nov. 25	Paper 2: Final research report (due by 11:59pm)	400 pts
Class 12: **Nov. 28**	**Research Showcase** (Poster presentations)	75 pts

* For Assignment 1, please read the article: Carlson, R. W., & Zaki, J. (2018).

** For Assignment 3, please complete the TCPS 2: CORE.

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, disability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[2]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

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 as soon as possible. https://www.utsc.utoronto.ca/~ability/

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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[2] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Missed Term Work

As per the Psychology Departments' policy on missed term work:

"All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date.

You must bring the following:
1. A completed Request for Missed Term Work form (http://uoft.me/PSY-MTW), and
2. Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation for Missed Term Work:

For missed <u>TERM TESTS</u> due to <u>ILLNESS</u> (NOTE: there are no tests in PSYC11)
- Submit an **original** copy of the official UTSC Verification of Illness Form (http://uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed <u>PROJECT WORK, ASSIGNMENTS or PAPERS </u>due to <u>ILLNESS</u>:
- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (http://uoft.me/PSY-self-declare-form), **and** (2.) the **web-based** departmental declaration form (http://uoft.me/PSY-self-declare-web).

For missed term work in <u>OTHER CIRCUMSTANCES</u>:
- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.
- For **religious accommodation**, submit the Missed Term Work Form, normally a minimum of three weeks in advance. Additional documentation is not required: http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm

Exclusions: Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Missed Term Work Documentation Procedure:
As per the Psychology Departments' policy on missed term work:

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (**NOTE: PSYC11 does not have a final exam**) (http://www.utsc.utoronto.ca/registrar/missing-examination).

AccessAbility Accommodations: Additional Information
If you are registered with the AccessAbility office to receive accommodations on papers, presentations, and/or assignments, I strongly encourage you to set up a meeting with me early in the term to go over your desired accommodations. You can access your Letters of Introduction through your online myAIMS account. Once you are logged on, select the Accommodations tab. You will be able to view your Letters of Introduction and generate PDF copies for printing.

If you need to register for accommodations or need assistance, please go to the AccessAbility website: https://www.utsc.utoronto.ca/~ability/index.html and/or contact AccessAbility Services directly: Tel/TTY (416) 287-7560 or ability@utsc.utoronto.ca

Please note: This course requires group work, in-class project participation, oral presentations, and written work. If you have concerns about any of these elements of the course and how they can fit into your accommodation plan, please schedule an appointment with me as soon as possible (preferably in the first week or two of the term) so that we can discuss accommodation options (kosha.bramesfeld@utoronto.ca).

Course Policies

Late Paper Submissions

In the case of a documented reason for missed term work, students should follow the procedures outlined in the section "Missed Term Work: Illness and Emergencies". Absent this documentation, the **first time** that a student misses a paper deadline, the paper can still be submitted late, but it will be subjected to late penalties as follows:

- For the first 24 hours after the deadline, the late penalty will be equal to -1% of the total points of the paper for each hour that the work is submitted late (up to a maximum penalty of -10% of the total points for the first day the paper is late).
- After the first 24 hours late, there will be a late penalty equal to -10% of the total points of the paper for each day that the work is submitted late up to seven days.
- If this is not the first time that a paper deadline has been missed or the paper is submitted more than 7 days late, the late paper will not be accepted unless there are department-approved extenuating circumstances covering the entire affected time period. Otherwise, papers not submitted by the deadline will receive a grade of "0".
- Students should be aware that papers submitted late may not receive the level of formative feedback that would be received if the paper were submitted on time.

Late Paper Penalty Example: If the final research report (worth 400 points) is submitted late without a documented reason, and this is the first time the student has missed a paper deadline, the paper will be penalized -4 points (1% of the total points) per hour that it is submitted late for the first 24 hours (up to a maximum of -40 points) and then -40 points (10% of the total points) for each day that it is submitted late after that, up to 7 days late (-280 pts). If this is not the first time a paper for this course has been submitted late, and/or the paper is submitted more than 7 days late, the late paper will not be accepted unless the student can provide department-approved documentation of extenuating circumstances covering the entire affected time period.

Missed Preparation Assignments and Class Absences

Because of the participatory nature of the course, students will normally only be allowed to make up for one missed preparation assignment / class absence without penalty. Otherwise, severe missed work penalties will apply as outlined in the assignment guidelines (see the course website). In general, any student who misses two or more of the in-class activities and/or preparation assignment deadlines must meet with me to discuss if the missed group work is impacting the students' ability to meet the project requirements of the course. Students should be aware that repeated absences and/or missed project work could result in the student being required to complete an individual project to make up for the lack of contribution to the class projects. If you anticipate needing to miss two or more class periods and/or assignment deadlines for *any* reason (AccessAbility requirements, injury/extended illness, extenuating circumstances), please set up an appointment with me (kosha.bramesfeld@utoronto.ca) so that we can discuss whether an "alternative project plan" is needed to help you meet the project requirements of the course.

Academic Integrity

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 outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on our website.

Turnitin

Normally, students will required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Writing Support

Plagiarism Prevention Tutorial
The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments, papers, and presentations.

Writing Centre
This course requires the submission of two term papers, which together account for 75% of your total course grade. Among other criterion, your papers will be assessed for their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: https:t//www.utsc.utoronto.ca/twc/welcome

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre
Because of its emphasis on written and oral communication, all students in this course are expected to exhibit a high level of "Academic English". Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at: http://www.utsc.utoronto.ca/eld/

Note on academic integrity and paper writing services:
You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a social psychology scholar.

Social Psychology

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych

University of Toronto's Social and Personality Research Group: http://www.sprgtoronto.org/

Psychology research laboratory opportunities: http://tinyurl.com/jjq25t7

Canadian Psychological Association, Social and Personality Section: https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/

Social Psychology Network: https://www.socialpsychology.org/

Society for Personality and Social Psychology: http://www.spsp.org/

Academics[3]

USTC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies

UTSC Dates and Deadlines: https://www.utsc.utoronto.ca/registrar/dates-and-deadlines

Writing Services: http://www.utsc.utoronto.ca/twc/

Presentation Skills: http://www.utsc.utoronto.ca/ctl/presentation-skills

AccessAbility: http://www.utsc.utoronto.ca/~ability/

Health and Wellness: http://www.utsc.utoronto.ca/hwc/

Skill building, future planning, Academic Advising, Career Centre: http://www.utsc.utoronto.ca/aacc/

For Fall 2018, **November 19** is the deadline to drop courses without academic penalty.

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[3] I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.