



PSYC11H3F-LEC01. Social Psychology Laboratory

Course Information

Course name: PSYC11H3-Y-LEC01: Social Psychology Laboratory

Class time and location: Tuesdays, 11am-1pm, 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 Assistants (TAs): See Quercus to learn more about our TAs

Our Teaching Assistant (TA) Team:

- Nina Wang
- Matt Quitasol

Course email: psyb04@utsc.utoronto.ca

Q&A Discussion Board: See Quercus

Contact the TAs: See Quercus

*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 Quercus: <https://q.utoronto.ca/>. 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.

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](https://creativecommons.org/licenses/by/4.0/).

Course Description and Learning Goals

This course provides an introduction to conceptual and practical issues concerning research methods in social psychology. As part of a hands-on project, students will directly engage in the process of identifying theoretically important research questions, contextualizing research ideas, designing a research study, developing an experimental manipulation, evaluating measurement validity, collecting research data, and analyzing, interpreting, and writing up research results.

Through instructor-provided examples, journal article readings, and a student-led inquiry project, students will also have the opportunity to explore a variety of methods 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; qualitative 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 that study.
- 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) for you to use as a reference: Morling, B. (2018). *Research Methods in Psychology. Third Edition*. W.W. Norton & Company, Inc.
- You can also use the free online textbook by Price, Jhangiani, and Chiang (2015): <https://opentextbc.ca/researchmethods/>

Course Requirements

Participation (50 points, 5%, ongoing)

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. To be an active contributor to this project it is imperative that you attend all course meetings ready to be actively involved in our class discussions and activities. Participation scores will be awarded as an overall assessment of your preparation, participation, and attendance in the course.

Preparation

To be a meaningful contributor to our course discussions, it is imperative that you come to our class meetings with the required prerequisite knowledge about psychological research methods and statistical data analysis. To refresh your memory of these core topics, you will be required to complete three preparation activities:

Prerequisite knowledge quiz (20 pts, 2%, in-class on May 7, due by May 28)

To ensure that you have the prerequisite knowledge to succeed in this course please attend weeks 1 and 2 of the course and take the prerequisite quiz posted on Quercus. Please note that if you cannot pass the prerequisite quiz with a 70% or higher within the first few weeks of the course it is your responsibility to do the remedial work to get “caught up” and/or to consider whether this is the right time for you to take this course.

Article critique (30 pts, 3%, by May 14)

In Week 2, we will begin work on our course project. To prepare for that discussion please read the article by Carlson and Zaki (2018) and use the Quercus quiz to answer basic questions about it. Come to class prepared to discuss the article.

TCPS 2 CORE training (-50 pts if not completed, submit by June 4)

To ensure that you have the baseline knowledge needed to participate ethically in the design and data collection around our course project, you will be required to complete the [TCPS 2: Course on Research Ethics \(CORE\)](#). The TCPS 2 CORE is a free online course that provides an introduction to *Ethical Conduct for Research Involving Humans*. The entire online training takes about 3 hours to complete. Please make arrangements to finish the training and submit your certificate no later than June 4. If you fail to submit your certificate before we start data collection, it will result in a mark of “0” for your participation points, regardless of how involved you are in the course otherwise. **Please plan ahead accordingly!**

Research Exchange (100 pts, 10%, May 21, attendance is required)

To provide you with a foundation of background knowledge for our course project, you will be assigned to read, summarize, and share a journal article on our project topic. Research articles will be assigned in the first week of class. The research exchange includes the following tentatively planned activities (see Quercus for details):

- Sign up for an assigned research article (first two weeks of class)
- Submit a summary of the assigned article by May 21, 2019
- In class on May 21, work in teams to prepare a group summary of the article
- In class on May 21, share the article findings in small group discussions
- In class on May 21, work in teams to summarize the research findings and gaps
- *Follow up assignments will be due May 28 and June 4 (attend class for details)

Make-up for missed assignment submission and/or class absence. The make-up assignment will require you to find, read, and summarize an article on an assigned topic and formally present it to the class on May 28 or June 4. The topic, article summary submission deadline, and presentation date will be set by the instructor.

Progress Reports (3 x 100 pts = 300 pts, 30%, due June 9, 16, & 30)

Your contribution to and understanding of the course project will be assessed via three progress reports, each worth 10% of your total course grade (See Quercus for details).

- Progress Report 1: Theoretical rationale (due June 9)
- Progress Report 2: Research method and design (due June 16)
- Progress Report 3: Hypotheses and data analysis plan (due June 30)

Inquiry Project (200 pts, 20%, July 14)

After we finish our research design, we will “pause” work on our course project to collect research data. During this time, you will be given the opportunity to develop and work on an inquiry project on a topic of your choosing. The inquiry project can be completed individually or in small groups. There is flexibility in the exact nature and format of these projects (e.g., paper, oral presentation, poster, video, etc.), however, all inquiry projects must meet the following minimum requirements:

- The project must be rooted in a social psychological topic.
- The project must explore at least two methods of social psychological inquiry that go beyond one-time self-report. These methods might include (but are not limited to): social cognitive priming and reaction time, experiential sampling, behavioural observation, physiological measurement, and/or qualitative research methods.
- The project must critically explore issues of internal validity, external validity, construct validity, statistical validity, and relevance within the context of the topic.

Note: If the planned project delivery is a presentation (e.g., a poster, oral presentation, or video), you will be expected to submit your presentation plan by July 14 and then deliver your presentation in class on July 30.

Final Research Report (300 pts, 30%, August 2)

Your final research report should summarize the rationale, methods, results, and discussion of our course project. The paper should be formatted in APA-style and include a title page, abstract, key words, introduction, methods, results, discussion, and reference list, as well as tables, figures, and appendices, as applicable. The exact guidelines and marking criterion for the final research report will be posted on Quercus midway through the term. The final research report is due via Quercus no later than **August 2 at 11:59pm**. Please note that all late work for the term is due no later than August 6, even if you have a documented reason to request an extension.

Overview of Course Requirements and Deadlines

<input checked="" type="checkbox"/> Assessment category	Deadline	Pts	%
Attendance, participation, and project contribution	ongoing	50	5%
Prerequisite quiz (in class on May 7, due by May 28)	May 7	20	2%
Article critique: Carlson & Zaki (2018) article	May 14	30	3%
Research exchange (multiple activities & deadlines)	May 21	100	10%
Deadline to submit TCPS 2 CORE certificate	June 4	----	----
Progress report 1: Theoretical rationale	June 9	100	10%
Progress report 2: Research method and design	June 16	100	10%
Progress report 3: Hypotheses and data analysis plan	June 30	100	10%
Inquiry project	July 14	200	20%
Final research report	August 2	300	30%
Maximum Total Points / Percent		1000	100%

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

Tentative Course Schedule

Class meeting	Topic
May 7 & 14	Introductions, social psychological research in review
May 21 & 28	Building a theoretical rationale
June 4 & 11	Choices and trade-offs: Making research design decisions
June 25 & July 2	Research ethics, open science, and transparency
July 2 & 9	Exploring research designs in social psychology
July 16 & 23	Data analysis and reporting
July 23 & 30	Research showcase presentations and course wrap-up

Grading Scale

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

For Summer 2019, **July 22** is the deadline to drop courses without academic penalty.

Psychology Department's Missed Term Work Policy

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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

Procedure:

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: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

AccessAbility Accommodations: Additional Information

If you are registered with the AccessAbility office to receive accommodations on papers, presentations, assignments, and/or group work, 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.utoronto.ca/~ability/index.html> and/or contact AccessAbility Services directly: Tel/TTY (416) 287-7560 or ability@utoronto.ca

Please note: This course encourages participation in the form of discussions, activities, oral presentations, and written assignments. 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 (psyb04@utoronto.ca).

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 groups². 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.

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/design/teach/syllabus/checklist/diversitystatement.html>.

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 be 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://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/>

Academics³

UTSC 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/>

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.