



# COURSE SYLLABUS

## PSYC71. Social Psychology Laboratory

### Course Information

**Course name:** PSYC71H3-F-LEC01: Social Psychology Laboratory

**Class time and location:** Tuesdays, 9am-11am, SW316

**Prerequisites:** PSYB10H3 and [( PSYB01H3) or ( PSYB04H3) or PSYC70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYC02H3.

**Exclusions:** PSY329H, (PSYC11H3)

### Course Instructor and Teaching Assistant

**Course Instructor: Dr. Kosha Bramesfeld**



**Preferred mode of contact:** Please use the Quercus inbox\*

**Email:** [kosha.bramesfeld@utoronto.ca](mailto:kosha.bramesfeld@utoronto.ca)

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

**Office hours:** See Quercus for details

**Teaching Assistants (TAs):** See Quercus to learn more about our TAs

**Our Teaching Assistant (TA) Team:**

- Nayani Ramakrishnan
- Matthew Quitasol

**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.

## 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, planning a manipulation check, evaluating measurement reliability, 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

### Attendance and 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 for and participation in all course discussions, as well as your on time submission of preparation assignments and progress reports.

### Preparation

It is important 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%)

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 quiz (30 pts, 3%, by Sept 9)

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 October 6)

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 October 6. 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%; see Quercus for details)**

To provide you with a foundation of background knowledge for our course project, we will spend the first few weeks of the course finding and sharing articles. The exact activities of the research exchange are subject to change depending on the needs of our project. An example set of assignments and deadlines is outlined below:

- Contribute to a reading list of articles on our topic (10 pts, due Sept. 17)
- Read and summarize at least one article on our topic (50 pts, due Sept. 23)
- Work in small groups to present that article (20 pts, in-class Sept. 24)
- Work in small groups to generate research ideas (20 pts, in-class Sept. 24)
- Contribute to any follow-up activities (10 pts, due by Oct. 1)

### **Research Proposal (300 pts, 30%, due Oct. 27)**

Your research proposal should summarize the rationale, hypotheses, methods, and predicted results of our course project and provide a critical analysis of our research methods. The proposal is designed to provide you with an important opportunity to receive feedback on your research report prior to submitting the final paper. The research proposal should be formatted in APA-style. See Quercus for details.

### **Inquiry Project (200 pts, 20%, due Nov. 26)**

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 work in small groups on an inquiry project focused on exploring various methodological approaches to social psychological inquiry. Your group will be expected to deliver your project via a poster presentation delivered in class on Nov 26. Each member of your group will be expected to present during the poster presentation. You will also be required to submit a copy of your poster, along with a written report by 11:59pm on Nov. 25, the day before the poster showcase. The inquiry project grade will be distributed as follows (a) quality of the written report, 100 pts, (b) quality of the poster presentation, 50 pts, (c) quality of your contributions during a peer review activity, 50 pts. See Quercus for details.

### **Final Research Report (300 pts, 30%, Dec. 1)**

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 **December 1, 2019 at 11:59pm.**

## Overview of Course Requirements and Deadlines

<input checked="" type="checkbox"/> Assessment category	Deadline	Pts	%
Attendance, participation, and project contribution	ongoing	50	5%
Prerequisite quiz	Sept. 3	20	2%
Carlson & Zaki (2018) article quiz	Sept. 9	30	3%
Research exchange (multiple deadlines)	~Sept. 17-24	100	10%
Deadline to submit <a href="#">TCPS 2 CORE</a> certificate	Oct. 6	----	----
Research proposal	Oct. 27	300	30%
Submit inquiry project plan	Nov. 10		
Inquiry project	Nov. 25/26	200	20%
Final research report	Dec. 1	300	30%
Maximum Total Points / Percent		<b>1000</b>	<b>100%</b>

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

## Tentative Course Schedule

Class meeting	Topic
Sept. 3 & 10	Introductions, social psychological research in review
Sept. 17 & 24	Building a theoretical rationale; research exchange
Oct. 1 & 8	Choices and trade-offs: Making research design decisions
Oct. 22	Research ethics, open science, and transparency
Oct. 29 & Nov. 4	Exploring research designs in social psychology
Nov. 12 & 19	Data analysis and reporting
Nov. 26	Research showcase presentations and course wrap-up
<b>Dec. 1</b>	<b>Final research report due</b>

## Grading Scale

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

For Fall 2019, **Nov. 18** is the deadline to drop courses without academic penalty.

## Missed Term Work

**Attendance is required; absences cannot be made up.** This is a project-based course. Class time will be used to work on our course research project, as well as the inquiry project. Because of the dynamic nature of these discussions, there is no way to make-up for class absences in any kind of equivalent way. Your participation grade will be awarded as an overall assessment of your regular participation and involvement in course discussions and activities. If you anticipate that regular course attendance will be a problem for you, you are strongly encouraged to re-consider if this is the right time for you take this project-based course.

**Research exchange and inquiry project:** The research exchange and inquiry project are cooperative learning projects requiring group participation and in-class presentations. These activities are designed to strengthen your scientific communication skills. For these reasons, the learning experiences associated with these activities cannot be made-up in any kind of equivalent way. If you experience a qualifying event that warrants an accommodation for one of these activities (see the department's missed term work policy), you may be asked to complete a make-up activity that is very different in structure from the one that was originally assigned.

**Assignment and paper extensions:** The requirements for each assignment will be posted early in the term. You are expected to start each assignment well before the deadline. If you experience an illness or qualifying event that warrants an assignment extension you must follow the department's missed term work policies. **Otherwise a late penalty of up to 10% per day may apply.** Extensions will be typically be granted only for the length of the qualifying event (usually no more than 1-3 days for a self-declared illness or 1-7 days for other qualifying events). Do not wait for extension approval to submit your paper. Please submit your work as soon as possible after the missed deadline.

**NOTE: Late submissions and assignment feedback:** The assignments in this course are designed to provide you with feedback that will inform the next step in the process. If you submit your work late you may be compromising your ability to get timely feedback that will help you on future assignments. You are strongly encouraged to submit all completed assignments for this course on time.

**Save and backup your work often:** Technological mishaps do not count as a qualifying event for an assignment extension. Please save and back up your work often and plan to submit each paper in advance of the deadline to allow time for trouble shooting. Please note that I will mark the assignment that you submit. Please double check that your submitted file matches with the file you intended to submit. Extensions will not be granted in cases where a student accidentally submits the wrong document.



# 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 **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](http://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](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed 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](mailto: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](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before 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.

**Please note that there are no tests in this course. As such, the department's policies for missed term tests are not listed on this course syllabus.**

**Procedure:**

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed 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.

**Missed Accommodations**

- If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

**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](mailto: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>).



## **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<sup>1</sup>. 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](mailto: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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<sup>1</sup> 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.sprgutoronto.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<sup>2</sup>

**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/>

**English Language Development Centre:** <http://www.utsc.utoronto.ca/eld/>

**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/>

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<sup>2</sup> 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.