

PSYC71H3F-LEC01: Social Psychology Laboratory
Fall 2020
Online/Remote Course
Asynchronous Lectures



Meet the Team

Course Instructor:

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Open Hours	Wednesdays 10am ET and Thursdays 8pm ET via Bb Collaborate
Co-Work Hours	Fridays 11am ET via Bb Collaborate

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Contact About	Lectures 1-6, Project 1	Lectures 7-12, Project 2
Open Hours	By appointment	
Co-Work Hours	Tuesdays at 8pm ET via Bb Collaborate	



Meet & Greet: You are invited to a meet and greet with your course instructor! Bring your tea/coffee and pets! This is an optional informal event where you can get to know a bit about your course instructor and other students in the course virtually face-to-face. You are welcome to join whether you have a camera or not. The event will be held on Wednesday, September 9th at 10am ET and at 8pm ET. You can attend the event on [Bb Collaborate](#) in Quercus. I hope to see you there!

Prerequisites

Prerequisite: PSYB10H3 and [(PSYB01H3) or (PSYB04H3) or PSYC70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYC02H3
Exclusions: PSY329H, (PSYC11H3)

Course Description







This course provides an introduction to conceptual and practical issues concerning research in social psychology. Students will receive hands-on experience preparing and executing various parts of a research project. Through demos, activities, examples, and projects, students will develop theoretically driven research questions and rationales, design studies to test their research questions, find publicly available data sets, organize and analyze data, interpret results, and communicate research findings.

Students will explore various research methods conducted in the laboratory, in the field, and online. Students will receive hands-on experience with experimental, quasi-experimental, and non-experimental research using both explicit and implicit methods. Examples include survey development, behavioural observations, reaction time studies, and experimental research. This course will explore both quantitative and qualitative research methods.





Learning Goals

By the end of the course, students should be able to...	
 Understand	Explain the research process. Identify and explain the principles of conducting social psychological research.
 Apply	Conduct a thorough literature review. Use scientific principles when conducting social psychological research. Apply scientific research to learning about social issues.
 Analyze	Examine, compare, and contrast different types of research methods. Organize, structure, and analyze data.
 Evaluate	Evaluate the quality of past literature. Identify what is missing in past research. Interpret results of data analysis. Think critically ask questions about others' research.
 Create	Design a plan for conducting a novel research study. Produce a research report and presentation. Create a visually appealing way to communicate the data.
 Communicate	Convey complex arguments, ideas, and research findings in oral, written, and visual formats.

Course Resources and Required Materials



You will need a computer with Microsoft Office (Word and PDF) and Internet access. The course website is Quercus and can be found at <http://q.utoronto.ca> where all course-related information will be posted. Please take the [Course Tour](#) prior to the start of the course to familiarize yourselves with the course website.

You will need to check your University of Toronto email account **daily** for relevant updates. These can be personal emails or class-wide announcements.






Readings will consist of empirical articles and other sources created by accredited organizations (e.g., APA). References for the readings are available on the last pages of this document. You can find the readings and “best to read before” information in the Library Course Reserves tab on [Quercus](#) or download them from the [University of Toronto library](#). You are encouraged to complete readings prior to lecture. The material discussed in lecture will make more sense if you have read the material before class and you will be better equipped to integrate the lecture and reading material if you have done the readings prior to the lecture. In addition, we will explore sample published studies throughout the course. The sample studies can also be found in the Library Course Reserves tab on [Quercus](#) or download them from the [University of Toronto library](#). We will use these sample publications as needed in the lectures.

There is no textbook required for this course. However, to be prepared for this course, you must already have basic knowledge of research methods and statistical data analysis used to conduct social psychological research. It is strongly recommended that you have a research methods textbook that you

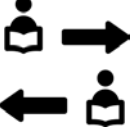
can refer to as needed throughout the semester. You may either use a textbook that you have from previous a psychology research methods course or you can use the free online textbook by Price et al. (2015): <https://opentextbc.ca/researchmethods/>

Once data has been acquired, we will use R and RStudio to prepare and analyze data. R is a programming language and open access software that is freely available for download and use. RStudio is used to interface with R in a user-friendly manner. You will need to download both R and RStudio for this course. Please note that you must download R first and then RStudio.




 Guide to Download R	Guide to Download RStudio 
<ol style="list-style-type: none">1. Visit the following site: www.r-project.org2. Click on “CRAN” in the “Download” section on the left3. Click “Download R for [your system operator]”4. Windows: click “base” in the “subdirectory” on the left, then click “Download R 4.0.2 for Windows”; Mac: choose “R-4.0.2.pkg” in the “latest release” section5. Open the downloaded file and follow the instructions to install the program	<ol style="list-style-type: none">1. Visit the following site: https://rstudio.com/products/rstudio/download/2. Under RStudio Desktop, click “Download”3. Download the version for your operating system and follow the instructions to install the program

Lectures



Lectures will become available to be viewed asynchronously in the lecture [modules](#) on Thursdays at 12:00pm Eastern Time. Lecture [modules](#) will include lecture slides in PDF format, recorded videos of the lecture, and lecture-based activities. The lecture-based activities will be strategically placed throughout the lectures in the lecture [modules](#) to help engage students with the material through hands-on experiences and critical thinking exercises. The lecture-based activities will vary in length and can take from about 5 to 40 minutes each to complete. Please note that these are just estimates and not exact times. Importantly, lecture slides are meant to scaffold your learning and do not contain the level of detail that is required to do well in this class. Be sure to complete lecture [modules](#) to gain the full scope of the information. Altogether, each lecture in the lecture [modules](#) should take about 2 hours to complete.

Course Communication and Support



As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, we will make use of discussion boards so that everyone can see questions that are asked. Students are also encouraged to answer each others' questions on the discussion boards to help build our classroom community.

1. The [Ask a Question – General discussion board](#) should be your first go-to for general course-related questions. This includes questions about logistics of the course and about the course content.
2. The [Ask a Question – Assessments discussion board](#) is your first go-to for questions related to assessments.
3. For longer questions, students can attend one of the course instructor's open hours. Students can also email the course instructor or the TA's to set up a virtual one-on-one meeting.
4. You are welcome to ask questions during co-work hours as you work on course-related materials.
5. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students can email the course instructor and can set up a virtual one-on-one meeting if needed.



Discussion boards: We will be using discussion boards to post comments and questions throughout this course. Please keep in mind that everyone will be able to see these posts. All posts should be written in a professional and respectful tone. In online communication though, it is easy to misunderstand or misread the tone of something written. Therefore, here are some tips for how to remain respectful via online communication, whether creating an original post or responding to someone else's post:

- Avoid making personal comments about other individuals and focus instead on the topic at hand. You should avoid commenting on the value of others.
- Use only language and wording that you would say to someone face to face. If you would not say something in person, then it is best to avoid writing it.
- Avoid using all caps or exclamation points, which can often convey an angry or sarcastic tone.
- Avoid using sarcasm or humour in the questions you ask. These can easily be misunderstood as making fun of someone, as rude, and/or as insulting.
- Use full sentences and proper spelling. This conveys that you take the subject-matter seriously.
- You should remain professional and respectful in your communication even if someone else has written a post that seems unprofessional or disrespectful. Remember that much of what is written can be misinterpreted and the person who made the unprofessional or disrespectful post may not realize that their post is upsetting. Therefore, please be forgiving for your own sake.

Your instructor and TA's will be monitoring all posts and will provide students with feedback if needed. If there are any posts that are unprofessional, disrespectful, or otherwise upsetting, you may email the course instructor directly about it.

Students can expect a **response within 48 hours not including weekends** for questions posted on a discussion board. If we have not answered your post in two business days, feel free to send a follow-up email.

Emails: When communicating via email please adhere to the following protocols:

- Students can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website BEFORE submitting inquiries by email.
- If you want to set an appointment for a virtual meeting, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect us to be available the next day.
- In the subject line indicate the course code and the topic of your email (e.g., PSYC71 essay question).
- Emails should come from your utoronto email account to communicate with the course instructor and the TA's.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the course instructor, with the TA's, and with your fellow students.



Open Hours: Open hours are essentially virtual office hours and will run from September 10th to December 7th. The open hours are a great way to ask your course related questions that require more in-depth conversation face-to-face. During open hours, we will be able to turn on our webcams to have an (almost) in person conversation. If you would like the meeting to be voice only (no cameras), then please let us know before the meeting and we will accommodate this.





Co-Work Hours: Co-work hours will run from September 10th to December 7th. Co-work hours are times when you can login and work along side your course instructor or a TA on this course. During co-work hours, you can watch lectures, complete your readings, or work on course projects. You decide what part of this course you want to focus on during the co-work hours. As you work, if a question comes up, you can ask it right away. If no questions come up, that's okay too. The goal of co-work hours is to have designated times each week when we can all work together on this course and you can interact with your course instructor and TA in real time.

Important Course Policies



Accessibility needs: 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.

[AccessAbility Services](#) staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 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.



Copyright: Please note that lectures and lecture materials (e.g., slides, recordings, etc.) are the intellectual property of the instructor. These course materials are provided for the exclusive use of enrolled students. As such, you may not share these materials with others. The course instructor does not want to discover that a student has put any of her materials into a public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support the course instructor in asserting and pursuing her rights, and my copyrights, in such matters.



Academic integrity: The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids or looking at someone else's answers during an exam or test. In all academic work, violations of academic integrity include misrepresenting your identity, falsifying institutional documents or grades, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.



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.



Late submissions: The various assessments in this course provide you with feedback at each step of the research process. Given that the steps of the research process build on each other, timely feedback will be imperative to successfully progress through the course. Unfortunately, it may not be possible to provide you with timely feedback that will help you with the next steps in the process if you submit your work late. Therefore, you are strongly encouraged to submit your work on time. Furthermore, an online course requires student to have the ability to independently manage their time. Keep in mind that it is up to you to schedule your time appropriately to complete all components of the course on time.

Late assignments (i.e., all parts of project 1 and project 2) will receive a **10% penalty** for each day they are late including weekends. Late lecture activities can receive up to a maximum of **0.5/1 points** for any given submission. You are expected to familiarize yourself with the submission procedures and to adequately back-up your work in case of computer complications. Please note that no assignments will be accepted as attachments to email unless told otherwise. If you would like to request an extension, you should contact the course instructor directly before the deadline for a given assignment. If you miss a deadline, you should submit your work as soon as possible, even if you are waiting for an extension to be approved, and you must follow the missed term work policies outlined below.

Psychology Department's 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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with 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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- 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 **ASSIGNMENTS** in **OTHER CIRCUMSTANCES:**

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.utsc.utoronto.ca/registrar/term-work>).

Helpful Resources for Student



Social Psychology Resources¹

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

University of Toronto's Social Personality Research Group: <https://www.sprgutoronto.org/>

Psychology Research Laboratory Opportunities: <https://www.utsc.utoronto.ca/psych/list-faculty-accepting-b90c90c93d98-students-2020-21>

Canadian Psychological Association, Social and Personality Section:

<https://cpa.ca/sections/socialandpersonality/>

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

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



Academics²

UTSC Student Policies: <https://www.utsc.utoronto.ca/studentaffairs/student-policies>

UTSC Dates and Deadlines: <https://www.utsc.utoronto.ca/registrar/academic-dates>

Writing Support: <https://www.utsc.utoronto.ca/twc/>

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

AccessAbility: <https://www.utsc.utoronto.ca/ability/>

Health & Wellness: <https://www.utsc.utoronto.ca/hwc/>

Skill Building, Future Planning, Academic Advising, Career Centre:

<https://www.utsc.utoronto.ca/aacc/>

Successful Learning Online

UTSC Center for Teaching and Learning's Assignment Calculator breaks down your work into small steps and creates a feasible calendar for completing your assignments:

<https://ctl.utsc.utoronto.ca/assignmentcal/>

University of Toronto's Center for Teaching Support and Innovation's 5 Tips for Learning Online/Remotely: <https://teaching.utoronto.ca/teaching-support/strategies/continuity-planning/5-tips-for-students/>

Society for Personality and Social Psychology's 8 Tips for Working from Home:

http://spsp.org/news-center/announcements/8-tips-productive-remote-work?_zs=7f7eX&_zl=B8E42

¹ Many thanks to Dr. Kosha Bramesfeld who compiled the list of social psychology resources for students and who graciously allowed me to share the list in this syllabus.

² Many thanks to Dr. Michael Souza who compiled the list of academic resources for students and who graciously allowed me to share the list in this syllabus.

Grading and Evaluations

Evaluative Component	Due Date	Grader	Weight
Lecture Activities	Every Wednesday at 11:59pm	CI	5%
TCPS 2 CORE Training	September 30 th at 11:59pm	CI	-5% if not completed
Project 1: Draft Literature Review	Original: September 30 th at 11:59pm	TA	10%
	Peer Review: October 5 th at 11:59pm		
	Revised: October 9 th at 11:59pm		
Project 1: Preregistration and Ethics Protocol	October 28 th at 11:59pm ET	TA	35%
Project 2: Virtual Conference Poster Presentation	Original: December 2 nd at 11:59pm	TA	20%
	Questions: December 3 rd at 11:59pm		
	Reply: December 4 th at 11:59pm		
Project 2: Final APA-Formatted Report	December 7 th at 11:59pm	TA	30%

Lecture Activities: 5% of final grade

The main goal of lecture activities is to provide you with hands-on experience with study design, and opportunities to engage in deep critical reflection about different research components. Therefore, as this is a C-level lab course, you will be an active participant in your own learning throughout the course. Your involvement in the activities will be critical to building your understanding of the various steps in the research process. Your participation in the course activities will also enable you to receive timely feedback, which will help you progress with the larger projects in this course. A second goal of the lecture activities is to help you stay on track with completing weekly lectures and to explore your understanding of the material.

The lecture activities grade will be given holistically at the end of the semester and will be based on the timely completion and quality of lecture-based activities. Examples of lecture-based activities include worksheets, discussion boards, reflections, and so on. All activities for a given lecture module will be released on Thursdays and are due on Wednesdays at 11:59pm Eastern Time. Please keep in mind that these are activities that would typically be completed "in class" and as such are not subject to extensions. However, you will be able to receive partial credit for late participation. In particular, each lecture activity will be given a grade out of 1 point and late submissions can receive up to a maximum of 0.5 points for the late activity.

Keep in mind that it is your responsibility to complete one lecture module each week and each module should take about 1-2 hours to complete (including videos and activities) PLUS related readings (goal: no more than 1 hour per week). This means that it is up to you to organize your time throughout the week accordingly. Please note that you will also have assignments and other course work due on Wednesdays at 11:59pm Eastern Time as well so you will need to make time to complete all work for a given week.

TCPS 2 CORE Training: -5% of final grade if not completed by September 30th at 11:59pm

The main goal of completing the TCPS 2 CORE training is to provide you with an introduction on *Ethical Conduct for Research Involving Humans*. TCPS 2 CORE is a free online tutorial that involves eight modules and will take about 3 hours to complete. It is up to you to plan your time accordingly and to make arrangements to complete the training (<https://tcps2core.ca/welcome>) and submit your certificate of completion in Quercus by September 30th.

Please note that, given that ethical training must come before study design or data collection begin, the completion of the TCPS 2 CORE training is not subject to extensions, nor will there be partial credit granted after the deadline. If the training is not completed and the certificate of completion is not uploaded onto Quercus by the deadline, you will lose all lecture activity points (i.e., -5% to your grade) irrespective of how engaged you are with lecture activities throughout the semester.

Project 1:

In the first half of the course, we will explore how to conduct thorough literature reviews, how to create hypotheses, how to design an ethical study that tests the research question, and how to outline plans for a study. In addition to the lecture activities outlined previously, this first half of the course will include a larger project involving two parts: 1) a draft literature review and 2) a preregistration and ethics protocol. Detailed instructions for the draft literature review and the preregistration and ethics protocol will be posted on Quercus, however, below is an important overview of both of these assessments.

Draft Literature Review (10% of final grade)

The first goal of the draft literature review is to create an initial short draft of your literature review and logical argumentation, receive feedback on your draft, and reflect and revise the draft in light of the feedback. The second goal is to engage in critical thinking about the strength of a literature review, writing, logical flow, and argumentation by providing feedback to your peers on their draft literature review. The third goal is to experience the peer review process by providing feedback, receiving feedback, and revising your work. You will submit your original draft on September 30th at 11:59pm ET. You will then have until October 5th at 11:59pm ET to complete a peer review of two other students' draft literature reviews anonymously. Finally, you will have until October 9th at 11:59pm ET to submit a revised literature review and response to the peer feedback you received.

Preregistration and Ethics Protocol (35% of final grade)

The main goal of the preregistration and ethics protocol is to design a study to test a research question that interests you. The secondary goals are to preregister your hypotheses and study plan and to complete an ethics protocol. Overall, this assignment will allow you to consider how best to test your research question with consideration for past literature, ethics, research design options, and sample size prior to data collection. The preregistration and ethics protocol is due on October 28th at 11:59pm ET.

Project 2:

In the second half of the course, we will explore how to find publicly available datasets, how to organize and analyze data, how to interpret the results, and how to communicate research findings in various contexts. In addition to the lecture activities outlined previously, this second half of the course will include a larger project. The overarching goal for this project is for you to find a publicly available data set, conduct analyses on variables of interest to you, and communicate your research findings to others. You will communicate your findings in two ways: 1) as a virtual conference poster presentation and 2) as a final report. Detailed instructions for the virtual conference poster presentation and final report will be posted on Quercus, however, below is an important overview of both of these assessments.

Virtual Conference Poster Presentation (20% of final grade)

The first goal of the virtual conference poster presentation is to create a conference poster representing the study and your research findings. The second goal is to record a brief presentation where you walk the audience through your poster. For this presentation, you must include both the poster and your face in the video. I suggest using Loom, which is a free and user-friendly website for creating videos that allow for your face to be in the corner of the screen (<https://www.loom.com/>). You will post a link to the video in the “Virtual Conference Poster Presentations” discussion board by December 2nd at 11:59pm ET. You will then have until December 3rd at 11:59pm ET to post questions to at least two different conference poster presentations. Finally, you will respond to questions that others have posted for your own presentation by December 4th at 11:59pm ET.

Final APA-Formatted Report (30% of final grade)

The goal of the final report is to write the abstract, methods, results, and discussion sections of a research report meant for a scientific audience using APA formatting. The final report will be due on December 7th at 11:59pm ET.

Concerns or Questions about Marking:

Projects 1 and 2 will be marked by the TA's. Any concerns or questions about individual marks should be taken up with the TA that graded the assignment first. Please be advised that the TA's are spending a lot of time carefully considering every grade. Therefore the feedback is there to help you learn which you should embrace. Furthermore, the grading is as objective and fair as possible, however grades are given holistically. The TA's have seen many assignments and have an excellent grasp on what are considered clear, in-depth, effective, precise, and logical submissions versus what are not. You may ask for an explanation of your result if you wish to learn from your mistakes at any time.

Only if there is a well-founded allegation of bias or obvious mistake or error of judgment should the instructor be approached about a mark assigned by the TA's. In such cases, the instructor will evaluate the assignment in its entirety independently and decide on a final mark. This final mark may be lower than, higher than, or the same as the original mark and is not open to further appeals to the instructor.

Course Feedback

You may submit feedback anonymously about the course at any time throughout the semester by completing a brief feedback form, which can be found on the [Feedback about the Course](#) page in the “Ask a Question & Give Feedback” module on Quercus. You may submit feedback as many times as you would like to throughout the course. This is a way to keep in touch with the instructor and share with her either:

- Difficulties that may arise with the comprehension of the subject matter;
- Insights on the various topics and critical reflections;
- Any other positive or negative feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. As such, the instructor will make sure to read all feedback submitted by students weekly. However, it may be impossible to reply to and incorporate all of the feedback received. The instructor will follow up on the more impactful or important piece of feedback by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to come back on the previous week's content. Your comments are important and appreciated, and you can (and should) always communicate directly with the instructor or the TA should you feel that you require immediate attention.

Lecture Schedule

Note: The topics for a given week are guidelines about what topics we will cover over the course of the term. Some topics might be longer than expected and run into the following week, whereas others will be shorter and will allow us to get ahead on the following week's topic. Lectures are 1.5-2 hours.

WEEK #	DATE	TOPIC	READINGS
1	September 10 th	Introduction and Forming a Research Question	Franco et al. (2016); Jordan & Zanna (1999)
2	September 17 th	Forming a Hypothesis and Open Science	
3	September 24 th	Ethics and How to Test a Research Question I	Jhangiani (2020); Schwarz (1999)
4	October 1 st	How to Test a Research Question II	
5	October 8 th	How to Test a Research Question III	
N/A	October 15 th	READING WEEK (NO CLASS)	
6	October 22 nd	How to Test a Research Question IV	Cohen (1992); Gawronski (2009)
7	October 29 th	Data Collection	No readings for this week
8	November 5 th	Introduction to R and Data Preparation	APA JARS-Quant Guidelines (2018); West et al. (1996, pp. 1-34)
9	November 12 th	Data Analysis I	
10	November 19 th	Data Analysis II	
11	November 26 th	Scientific Communication	
12	December 3 rd	Graduate School and Research Q&A (optional)	

The deadline to drop courses without academic penalty and have them removed from transcript for F all 2020 is November 23rd.

Grading Scale

Grade	Percentage	Definition
A+	90-100	Excellent
A	85-89	
A-	80-84	
B+	77-79	Good
B	73-76	
B-	70-72	
C+	67-69	Adequate
C	63-66	
C-	60-62	
D+	57-59	Marginal
D	53-56	
D-	50-52	
F	0-49	Inadequate

Readings – Full References in APA Format

- American Psychological Association. (2018). Journal articles reporting standards quantitative research methods (JARS-Quant) guidelines. <https://apastyle.apa.org/jars/quantitative>
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*(1), 155–159.
<https://doi.org/10.1037//0033-2909.112.1.155>
- Franco, A., Malhotra, N., & Simonovits, G. (2016). Underreporting in psychology experiments: Evidence from a study registry. *Social Psychological and Personality Science*, *7*(1), 8–12. <https://doi.org/10.1177/1948550615598377>
- Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. *Canadian Psychology*, *50*, 141-150. <https://doi.org/10.1037/a0013848>
- Jhangiani, R. (2020). Research methods in social psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers.
<http://noba.to/zjn2aty5>
- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology Press.
<https://pdfs.semanticscholar.org/5877/926ad3366e2b2a67c5ac94bfe97bc8752d7c.pdf>
- Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, *54*(2), 93–105. <https://doi.org/10.1037/0003-066X.54.2.93>
- West, S. G., Aiken, L. S., & Krull, J. L. (1996). Experimental personality designs: Analyzing categorical by continuous variable interactions. *Journal of Personality*, *64*(1), 1-48.
<http://dx.doi.org/10.1111/j.1467-6494.1996.tb00813.x>