



COURSE SYLLABUS

PSYC71. Social Psychology Laboratory

Course Information

Course name: PSYC71H3S-LEC01: Social Psychology Laboratory

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

Exclusions: PSY329H, (PSYC11H3)

Class time: Online, Thursdays, 3:00-5:00pm

Delivery: This is an online course. We meet synchronously (at the same time) once per week on Thursdays from 3:10pm-5:00pm. Outside of class times, students work on independent readings, activities, and assignments. Please see Quercus for course access details.

Course Instructor and Teaching Assistant

Course Instructor: Dr. Kosha Bramesfeld



See Quercus to learn more about your teaching team

Contact me: See “Contact Us” on Quercus for details

Course email: kosha.bramesfeld@utoronto.ca

Office hours: ‘Virtual’ office hours via Blackboard Collaborate

Teaching Assistants (TAs): Nayani Ramakrishnan and Willem LeDec

*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.

Readings

Journal article readings for the course have been placed on library course reserve. See Quercus for details.

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 series of hands-on projects, students will directly engage in the process of developing theoretically important research questions, contextualizing research ideas within the context of the existing social psychological literature, acquiring a research sample, operationalizing variables, designing to test for causal and theoretical connections, collecting and analyzing data, and interpreting and writing up the results.

By the end of the course, students should be able to:

- Recognize the importance of social psychological theory in advancing scientific understanding, new research designs, and practical intervention.
- 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.
- Ethically design a research study by articulating a research question, identifying a sampling technique, operationalizing key variables, designing a study to test for causal and theoretical connections, and planning for analysis.
- Recognize the importance of properly documenting the research process by writing a research ethics protocol, pre-registering research and data analysis plans, and writing up the rationale, methods, and results of a research study.
- Critically reflect on and evaluate a research design in terms of its internal validity, construct validity, external validity, and statistical conclusion validity.
- Communicate orally and in writing the theoretical rationale, scientific methods, statistical results, and scientific and social significance of research findings.

Resources

There is not a required textbook for the course. However, you are expected to have basic prerequisite knowledge of social psychological theory and research methods and statistical analysis prior to enrolling in this course. To strengthen your understanding of these concepts throughout the term, you are strongly encouraged to have a research methods textbook available to use as a resource. You can rely on your previous course textbooks, or you can utilize these free, open-access textbooks:

- Jhangiani, R. and Tarry, H. (2014). *Principles of Social Psychology – 1st International Edition*. Victoria, B.C.: BCcampus. Retrieved from <https://opentextbc.ca/socialpsychology/>
- Price, P., Jhangiani, R., & Chiang, I. (2015). *Research Methods of Psychology – 2nd Canadian Edition*. Victoria, B.C.: BCcampus. Retrieved from <https://opentextbc.ca/researchmethods/>

Tentative Course Schedule

Class meets online on Thursdays from 3:10-5:00pm. See Quercus for details.

Class meetings	Topic
Jan. 14	Social psychological research in context
Jan. 21- Feb. 11	Testing theory in the real-world
Feb. 25-Mar. 18	Designing social psychological experiments
Mar. 25-Apr. 8	Analyzing and presenting research findings
Apr. 12	Final paper due

Course Requirements

<input checked="" type="checkbox"/>	Assessment category	Deadline	%
<input type="checkbox"/>	Participation	weekly	5%
<input type="checkbox"/>	Project assignments	variable*	35%
<input type="checkbox"/>	Paper 1	Feb. 28	30%
<input type="checkbox"/>	Paper 2	April 12	30%
Maximum score			100%

*Please see Quercus for exact requirements, deadlines, and grading criterion.

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

Note: As a C-level laboratory course offered as part of our specialist program, the bar for “excellent” work is set very high. As a general principle, I do not assign A+’s on midterm work. If a student demonstrates consistent excellence across all course assessments, a holistic grade of A+ may be awarded at the end of the term.

For Winter 2021, **March 29** is the deadline to drop courses without academic penalty.

Course Components

Engagement: Preparation and participation (5%)

As a project-based 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. Participation in our weekly online course meeting is required. Attendance to class is not enough. To be an active contributor to the learning process you must attend all course meetings prepared and ready to actively engage in our class discussions. Your participation grade will be awarded as an overall assessment of the regularity and quality of your engagement in our course discussions.

TCPS 2 Course on Research Ethics (CORE): Please note that in order 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 \(CORE\)](#) by February 21. Failure to complete this training will result in a mark of “0” on your participation grade, regardless of how involved you are in the course. See Quercus for details.

Project assignments (35%)

To ensure adequate preparation for our in-class discussions, you will be expected to complete a series of preparation assignments throughout the course. Because of the project-nature of the course the exact number, nature, weight, and deadlines for these assignments will be determined as work on the projects progress. Work on each of these assignments will directly contribute to the development of your course papers. As such, it is to your direct benefit to complete them on-time and with authentic effort. Your project assignment grade will be awarded as an overall assessment of the quality of your on-time contributions.

Papers (60%)

The course includes two papers, each of which summarizes the rationale, methods, predicted results, and critical evaluation of a study. Although we will work on the designs of these studies collectively as a class, the write-up of your paper is an individual assignment. The paper must reflect your own literature review, rationale, research hypothesis, and predicted results (see the Plagiarism Prevention Tutorial). Each 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 each of these papers will be posted on Quercus several weeks before each deadline.

- **Paper 1** (30%) focuses on a real-world content analysis that we will design and carry out together as a class. It is due by **Feb. 28 at 11:59pm.**
- **Paper 2** (30%) focuses on a proposed experiment that you will develop in collaboration with other members of the class. It is due by **April 12 at 11:59pm.**

Course policies

Attendance is required; absences cannot be made up. This is a project-based course. Class time will be used to complete work on our course research projects. Because of the dynamic nature of these discussions, there is no way to make-up for class absences in any kind of equivalent way. If you miss a class meeting, please contact Dr. B as soon as possible to learn about your options for getting caught up. Your participation grade will be awarded as an overall assessment of your regular participation and involvement in course discussions and activities. Missing one or two classes can generally be compensated for by increasing your level of engagement in other class meetings. However, if you anticipate needing to miss several course meetings, then this might not be the right time for you take this laboratory course.

Late project assignments: The assignments for this course are timed to correspond with project-based activities that are occurring during our online course discussions. Missing an assignment deadline will compromise your ability to adequately participate in these discussions. Therefore, there is no way to miss an assignment deadline without it hurting your participation mark in the course. If you need an extension on an assignment, you must: (A) follow the [Psychology Department's Missed Term Work Policies](#) to request accommodation and (B) contact Dr. B as soon as possible to determine the likely accommodation (assignment extension, make-up assignment, or deferral of the weight of the assignment). If you anticipate needing to regularly miss assignments deadlines, then this might not be the right time for you take course.

Late papers and paper extensions: If you experience an illness or qualifying event that warrants an extension on one of our course papers you must follow the [Psychology Department's Missed Term Work Policies](#) to request accommodation. Otherwise a late penalty of up to 10% per day may apply. Extensions will typically only be granted 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). However, extension requests can sometimes take a week or more to be approved. Do not wait for your request to be approved to submit your late work. Please submit your work as soon as possible after the missed deadline. Once the extension request is approved, any late penalties that fall within the approved extension time period will be removed. (Some late penalties may still apply if the work is submitted outside of the allowed extension time period).

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.

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 groups¹. 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.

¹ 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>.

Psychology Department's Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below. **Notes:**

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#) and email it to Keely Hicks at keely.hicks@utoronto.ca, ***and***
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

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

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

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):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- 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):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

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 and declare your extended absence on ACORN.

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**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

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/>

Academics²

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/>

² 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.