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: Wednesdays, 10:10 AM – 12:00 PM, SW 402 (see note below)

Important note: This course will meet <u>online</u> on Wednesdays from 10:10 AM - 12:00 PM until at least January 31. Afterwards the plan is to resume <u>in-person meetings</u> in SW403 on Wednesdays from 10:10 AM - 12:00 PM. These plans are subject to change, depending on public health requirements. Please see Quercus for the most up-to-date information about the meeting plan.

Course Instructor and Teaching Assistant

Course Instructor: Dr. Kosha Bramesfeld

See Quercus to learn more about your teaching team

Contact us: See "Contact Us" on Quercus for details

Instructor email: kosha.bramesfeld@utoronto.ca

Office hours: Right after class and by appointment (see Contact Us)

Teaching Assistants (TAs): Nina Wang and Prisca Obierfu

*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 <u>at least</u> once per week.

Readings
Journal article readings for the course have been placed on library course reserve. See Quercus (Library Reading List) 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

Throughout the term, we will work together to develop a research study as a class. Our class meetings on Wednesday from 10:10 AM to 12:00 PM will be used to work on the project. A list of topics for our weekly class meetings is noted below. See Quercus for week-by-week details.

Class meetings	Topic
Jan. 12	Social psychological research in context
Jan. 19, Jan. 26	Theoretical foundations
Feb. 2 - Mar. 16	Conceptualizing variables as observations and in experiments
Mar. 23 - Apr. 6	Analyzing and presenting research findings
Apr. 8	**Final paper due**

Course Requirements

Work on the course project will be assessed across several assignments and a final paper.

☑	Assessment	Deadline	%
☐	Participation	weekly	10%
☐	Assignment 1: Theory worksheet	Jan. 25	10%
☐	Assignment 2: Article summary	Feb. 1	10%
☐	Assignment 3: Measurement	Feb. 8	15%
☐	Assignment 4: Coding methods	Feb. 15	5%
☐	TCPS2 CORE	Mar. 1	[10%]
☐	Group Assignment: Code book	Mar. 8	5%
☐	Assignment 5: Analysis plan	TBD	5%
☐	Final paper	April 8	40%
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		C+	665-694	67-69	
A	845-894	85-89	**Excellent**	C	625-664	63-66	**Adequate**
A-	795-844	80-84		C-	595-624	60-62	
B+	765-794	77-79		D+	565-594	57-59	
B	725-764	73-76	**Good**	D	525-564	53-56	**Marginal**
B-	695-724	79-72		D-	495-524	50-52	
				F	< 494	< 49	**Inadequate**

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 28** is the deadline to drop courses without academic penalty.

Course Components

Engagement: Participation (10%)

Attendance is required. Throughout the term, we will work together to develop a research study as a class. Because of the dynamic nature of the course project, there is no way to directly make-up for class absences in any kind of equivalent way. Your participation grade will be awarded as an <u>overall</u> assessment of your <u>regular</u> 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, it will be extremely difficult to get caught up with the project if you have missed several courses. If you find yourself needing to miss more than one or two class meetings, please contact Dr. B right away to discuss your options.

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 **March 1**. 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 (50%)

To ensure adequate preparation for our in-class discussions and activities, you will be expected to complete five preparation assignments throughout the course. In addition, you will work in small groups during our class meetings to co-develop a code book. These assignments directly contribute to the development of our course study and will benefit you as you write your final paper for the course. Please note that if you fail to complete these assignments on time, you will not be prepared to contribute to the development of our course research study. This could hurt your participation mark. As such, it is to your direct benefit to complete these assignments on-time and with authentic effort. If you have concerns about meeting these requirement, please contact me as soon as possible.

Final paper (40%)

As a final course project, you will submit an APA-style research report that focuses on two studies:
- **Study 1**: Summarizes the rationale, methods, and results of our course study, AND
- **Study 2**: Proposes a follow-up study that tests the same hypothesis <u>with an experiment</u>.

Although we will work on the design of Study 1 collectively as a class, the write-up of your paper is <u>an individual assignment</u>. The paper <u>must</u> reflect your own literature review, rationale, research hypothesis, reported results, and proposed follow-up experiment. The paper should be formatted in APA-style. The exact guidelines and marking criterion will be posted on Quercus several weeks before the deadline.

Late work

The assignments for this course are timed to correspond with project-based activities that are occurring during our course discussions. Missing an assignment deadline could compromise your ability to adequately participate in these discussions. You are strongly encouraged to submit your project work on time, even if it is somewhat underdeveloped. If you do need an extension on an assignment or the final paper, please complete the [PSYC71 Missed Term Work Form](#). Otherwise a late penalty of up to 10% <u>per day</u> may apply. Please note that as per university policy, I cannot accept term work any later than five business days after the last day of class (i.e., April 8). Beyond this date, you would need to file a petition with the [Registrar's Office](#).

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:
- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:
- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

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

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

Turnitin

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

Writing Support

Plagiarism Prevention Tutorial

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

Writing Centre

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

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

English Language Development Centre

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

Note on academic integrity and paper writing services:

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

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

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

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[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

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

AccessAbility statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.
https://www.utsc.utoronto.ca/~ability/

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

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[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/designteach/syllabus/checklist/diversitystatement.html.

Useful Resources for Student Success

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

Social Psychology

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

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

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

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

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

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

Academics[2]

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

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

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

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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[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.

Psychology Department Missed Term Work Policy, Winter 2021

For missed term work (midterm test or essay assignment) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.
- 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.utsc.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.utsc.utoronto.ca/registrar/term-work

Accommodations for Illness or Emergency:
For missed work due to ILLNESS OR EMERGENCY, **WITHIN 2 BUSINESS DAYS** of the missed work:
1. Complete the PSYC71 Missed Term Work Form; select illness/emergency as the reason.
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration). Upload a screenshot of your Self-Declared Absence on ACORN on the Missed Term Work Form.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Religious Conflicts:
For missed term work due to a RELIGIOUS CONFLICT, please complete the following process **10 BUSINESS DAYS** before the missed assessment:
1. Complete the PSYC71 Missed Term Work Form; select religious observance as the reason.
2. Answer the question prompts on the Missed Term Work Form.

Accommodations for Students Registered with AccessAbility Services:
For missed *TERM TESTS* due to ACCESSABILITY REASONS:
- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

For missed *ASSIGNMENTS* due to ACCESSABILITY REASONS:
- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
- Complete the PSYC71 Missed Term Work Form; select AccessAbility as the reason.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.