PSYC71H3 (Social Psychology Laboratory)
Summer 2023
Syllabus

Instructional Team (IT)

Course Instructor
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Office Hours: By appointment; in-person (HW302) or via Zoom
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Teaching Assistant
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Course Meeting Time and Room: Wednesdays 15:00–17:00 in SW 316

Calendar Course Description

Introduces conceptual and practical issues concerning research in social psychology, and provides experience with several different types of research. This course is designed to consider in depth various research approaches used in social psychology (such as attitude questionnaires, observational methods for studying ongoing social interaction). Discussion and laboratory work.

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

Course Synopsis

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 activities, examples, and projects, students will develop theoretically-driven research questions and rationales, design studies to test their research questions, organize and analyze data, interpret results, and communicate research findings.

Course Objectives

- To develop effective research skills (e.g., reading thoughtfully and critically, conduct a thorough literature review, engage in appropriate citation practices)
- To apply scientific principles when conducting social psychological research and compare and contrast different types of research methods
- To reflect thoughtfully and critically on the role of researchers in ethically asking questions, developing a research methodology, enacting effective methods to collect and analyze data
- To identify gaps and limitations in past research and appropriately critique research findings
- To actively engage in research by undertaking key components in the research process:
  - To understand the importance of ethics at different points in the research process
  - To design a plan for conducting a novel research study
  - To learn to systematically organize, structure, and analyze the data
  - To learn to analyze and interpret data using appropriate conceptual frameworks
  - To convey complex ideas and research findings in oral, written, and visual formats

Readings: There is no required textbook for this course. Readings and/or other course content will be placed on the Quercus course page throughout the semester. You will be responsible for any additional materials that are labeled as required course material. To be prepared for this course, you should 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.

Evaluative Component	Weight
TCPS2: CORE Tutorial	2.5%
"Weekly" Assignments	20%
Project 1: Research Summary	25%
Project 2: Proposal Presentation	15%
Project 2: Proposal Presentation Engagement	2.5%
Project 2: Proposal REB Application	35%

Course Assessments

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2.5%)

The online tutorial TCPS 2: CORE is an introduction to the 2nd edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology. All researchers must be familiar with the material in the TCPS 2: CORE Tutorial, knowledgeable of its contents, and present evidence of having successfully completed the tutorial by providing a copy of their Certificate of Completion in order to obtain ethics approval. The certificate of completion must be submitted online (in Quercus) before Week 2 (i.e., May 16 @ 11:59pm).

"Weekly" Assignments (20%; 2.5% per assignment)

Students will be encouraged to be active participants in their own learning throughout the course. Therefore, students will have eight required assignments to complete during the term. These "weekly" assignments will not occur each week, but on weeks they do occur, they will be relevant to that week's topic. Involvement in these 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. Assignments will act as "check-ins" to ensure students are progressing with the course content appropriately and efficiently. They will be announced in class and delivered through Quercus.

Project 1: Research Summary (25%)

Throughout the course, the class will conduct three collaborative research projects using various social psychology methods. You will write a research summary about one of the three experiment from the course; the project can be of your own choosing. Detailed instructions for the research paper will be provided.

The Research Summary will be approximately 4–6 double-spaced pages (excluding title page and references) and follow APA style. The project will be submitted online (in Quercus) in Word or PDF format by June 16 at 11:59pm.

Project 2: Research Proposal (50%)

The second and most involved project of the term will consist of developing a research question and proposing a project to quantitatively address a gap that has not yet been explored in the literature. For this project, you will have the option to work in groups of two (no greater) or individually, which you will indicate in an online survey by Week 3. For those who choose to work in a pair, you may request to work with a colleague of your choice or be paired randomly.

Presentation (15% + 2.5%)

During the last two weeks of the semester, you will present a proposal of your research idea to the class. The presentation must address all key aspects of the theoretical framework and justification, methodology, expected findings, and the implications of those potential findings.

You will be required to be present and actively participate in your colleagues' presentations; part of your mark will be based on your ability to ask pointed questions to the presenters, along with your ability to answer these questions when it is your turn to present. There will be time provided after each presentation for questions; if you are unable to ask a question during these periods, you may submit your question on Quercus by the end of the day (presenters are not required to answer the questions submitted after the class period; this is just for participation).

Due to the difficulty of rescheduling presentations, failure to be present for the presentation may result in a penalty. Signing up for a presentation time will be discussed in class. Presentation slides in PowerPoint and PDF format must be submitted online (in Quercus) at 11:59pm on the night prior to the class in which the presentation takes place.

Research Ethics Board (REB) Application (35%)

The written component of Project 2 will entail a fully-detailed REB application for your research project. A template will be provided that you will use to describe the justification of the project, methodology, risk assessment, and other details. You will also create and submit recruitment materials, consent and debriefing forms, a power analysis, and any other materials that would be relevant for an ethics committee to approve your project. This project will be submitted via Quercus by August 9 at 11:59pm.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. Important announcements will be made here.

To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca.

Note about grades posted online: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Communication with IT

Student communications via e-mail must be sent from a University of Toronto e-mail account. Occasionally, important class announcements may be distributed via e-mail to students' e-mail accounts. Students are required to have a functional e-mail account which can receive these messages and to check for them regularly. Only emails with legitimate inquiries that are sent from University of Toronto accounts and containing "PSYC71" in the subject line will receive a response. It is important to include the course code when sending emails as members of the IT may be administering multiple courses this semester.

Instructor Trenton manages an academic Instagram account (@tjodoespsych) for the purpose of communicating with students in an alternative manner to e-mail. You may reach out to Trenton via Instagram direct message (DM) to discuss course content and other non-administrative needs (e.g., deadline extensions and grade reviews cannot be discussed via DM). E-mails are still welcome and will be responded to accordingly.

Classroom Environment

In class, we will strive to create a positive climate of mutual respect in which we can work together as a community of learners and teachers. This is a laboratory course with weekly hands-on activities; it is expected that you attend all classes for the full time period. Full attention, diligent preparation, and active participation are all signs of respect and are key to successful learning.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, respect our differences, and celebrate our shared experiences. U of T does not condone discrimination or harassment against any persons or communities.

Submitting Work

Please ensure that name(s), student number(s), instructor's name, course code and title, and submission date are on the front page of any work submitted. You are recommended to keep photocopies or electronic copies of all assignments.

Penalties for Lateness

All course assignments must be submitted as specified by the due date. Failure to do so will result in an immediate late penalty of 5%, after which an additional 5% will be penalized every 12 hours. After seven calendar days, the work will no longer be accepted and a grade of "0" will be given.

Plagiarism Detection Tools

Normally, you will be required to submit your course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, you will allow your essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (https://uoft.me/pdt-faq).

If you wish to opt-out of using the University's plagiarism detection tool for the final paper, you must notify the instructor no later than **Monday, May 22, 2023**. Upon receipt of notification, the instructor will request that you provide all rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their final paper.

Grade Inquiries ("The 48-Hour Rule")

This course has a strict policy regarding communication between students and the IT regarding grade inquiries. Throughout the term, if you would like to discuss an assessment grade and/or comments with a member of the IT, we ask you to refrain from contacting them until 48 hours after the grade is released. To maintain this policy, *the IT will not engage with (i.e., read or respond to) any communications regarding the assessment sent within this window.* Trust us—this for your benefit! We know what it's like to receive a grade that is lower than expected; it's important to approach these situations thoughtfully and with a growth mindset. Taking some time to review feedback and think about how you can improve your work in the future can be valuable. If, after 48 hours of reflection, the issue persists from your perspective, the IT is happy to discuss it with you.

Re-grading Policy

If a feedback meeting with an IT member is unsatisfactory, you may request a re-grade on the assessment via e-mail. If your request is granted, Instructor Trenton will then re-grade the assessment once. Re-grading may result in an increase in grade, a decrease in grade, or no change in grade. A re-grade is final.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts.

Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions.

The penalties for academic misconduct are severe. If you are in any doubt as to whether something you are considering constitutes academic misconduct, please feel free to ask the instructor or your TA for advice on anything that you find unclear

To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity and http://academicintegrity.utoronto.ca.

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. Potential offences include, but are not limited to:

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 in all relevant courses
•   Making up sources or facts
•   Obtaining or providing unauthorized assistance on any assignment

Tests and Exams:
•   Using or possessing unauthorized aids
•   Looking at someone else's answers during an exam or test
•   Misrepresenting your identity

Academic Work:
•   Falsifying institutional documents or grades
•   Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes

Artificial Intelligence (AI)

AI tools (e.g., ChatGPT) may be used when gathering information from across sources and assimilating it for understanding. However, all submitted assignments must be original work and may not be paraphrased or adapted from any AI source. Any AI-generated ideas that are represented as one's own may be considered an academic offense in this course.

Accommodations

Students with Disabilities

Students with diverse learning styles and needs are welcome in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office (416-287-7560 or email ability@utsc.utoronto.ca)

Religious Observances

The University provides reasonable accommodation for the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family Care Responsibilities

The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

Resources

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support you in your writing, English language, math and stats, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site at http://uoft.me/AcademicLearningSupport

The CTL Writing Centre

Academic writing can be challenging. It can also be fun, empowering and an opportunity to learn. CTL Writing Support emphasizes writing as a process and they teach techniques writers can use at every stage. They work with writing from every discipline and with students from first year to graduation. They offer: one-on-one tutoring, writing retreats, urgent (within 48 hours) answers to writing questions, citation help, and more. https://utsc.utoronto.ca/ctl/writing-support

Mental Health and Well-Being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources. Here are some ways to access the many helpful resources available:

Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.studentlife.utoronto.ca/asc)
Counselling and Psychological Services (http://www.studentlife.utoronto.ca/hwc)

Course Schedule (Subject to Change)

Week	Date	Topic	Assignment	Due (11:59pm)	Weight
1	May 10	Syllabus Day Research Questions			
2	May 17	Hypothesis Testing I **Class Experiment 1:** Field Experiment	TCPS2: CORE	May 16	2.5%
3	May 24	Hypothesis Testing II **Class Experiment 2:** Commercial Coding	Reading Reflection (Kirschner & Tomasello, 2010)	May 23	2.5%
4	May 31	Hypothesis Testing III **Class Experiment 3:** Questionnaires	Reading Reflection (Blackhart et al., 2014)	May 30	2.5%
5	Jun 7	Data Analysis Jamovi Stats Lab	Complete class questionnaire	June 5	2.5%
6	Jun 14	Experimental Design and Execution	**Project 1:** Research Summary	June 16	25%
R	Jun 21	**READING WEEK (NO CLASS)**			
7	Jun 28	Research Ethics I **Project 2:** Consultation I	**Project 2:** Consultation Assignment I	June 26	2.5%
8	Jul 5	Social Psych at the movies: Twelve Angry Men	Reading Reflection (Bales, 1950)	July 4	2.5%
			Twelve Angry Men Assignment	July 5	2.5%
9	Jul 12	Research Ethics II **Project 2:** Consultation II	**Project 2:** Consultation Assignment II	July 10	2.5%
10	Jul 19	Scientific Communication	Reading Reflection (Zinsser, 1972)	July 18	2.5%
11	Jul 26	**Project 2:** Class Presentations (Day 1)	**Project 2:** Slides and References (Day 1 Presenters)	July 25	15%
			Project 2: Presentation Engagement (Day 2 Presenters)	July 26	2.5%
12	Aug 2	**Project 2:** Class Presentations (Day 2)	**Project 2:** Slides and References (Day 2 Presenters)	August 1	15%
			Project 2: Presentation Engagement (Day 1 Presenters)	August 2	2.5%
End of Term	Aug 9	**NO CLASS**	**Project 2:** REB Application	August 9	35%

Department of Psychology Missed Term Work Policy (Summer 2023)

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

Note:

· 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.

· Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.

The email address to submit missed term work accommodation requests in PSYC71 is: trenton.johanis@mail.utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process: 1. Complete the Request for Missed Term Work Accommodations Form. 2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)

3. Email both of the following items to the course email WITHIN 2 BUSINESS DAYS of the missed work:

· the Request for Missed Term Work Accommodations Form *AND*

· a screenshot of your Self-Declared Absence on ACORN

Note:

· If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.

· If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

<u>ACADEMIC CONFLICT accommodations:</u>

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time): 1. Complete the Request for Missed Term Work Accommodations Form.

2. Take screenshots of your course Quercus pages that demonstrate the conflict.

3. Email the form and screenshots to the course email 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. Requests sent after the activity deadline may not be accommodated.

Note:

· Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.

· Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.

· Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

<u>RELIGIOUS CONFLICT accommodations:</u>

For missed term work due to a RELIGIOUS CONFLICT: 1. Complete the Request for Missed Term Work Accommodations Form.

2. Email the form to the course email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

<u>For missed TERM TESTS due to ACCESSABILITY REASONS:</u>

· Contact your AccessAbility consultant and have them email the course email detailing accommodations required.

<u>For missed ASSIGNMENTS due to ACCESSABILITY REASONS:</u>

· 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):

1. Complete the Request for Missed Term Work Accommodations Form.

2. Email the form *AND* your Accommodation Letter to the course email specifying how many days extension you are requesting.

· 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 the course email 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. 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 the instructor's response to resume work on your assignment. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an anticipated absence (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the Request for Missed Term Work Accommodations Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit another Request for 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 necessarily be provided.