

Syllabus
Social Psychology Laboratory (PSYC71)

Instructor: Steph Schwartz
(She / Her, or They / Them)

Wednesdays:
LEC01: NOON – 12:00 PM in SW316

Office: SW569
Email: stephanie.schwartz@mail.utoronto.ca
Office Hours: We will pick a time together! (or by appointment via Zoom)

*****Thank you immensely to Dr. Kosha Bramesfeld for sharing her materials for this. Her extensive efforts in developing this course have given us a great foundation for the semester ahead.*****

Course Description

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.

Course Objectives

By the end of this course, you 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/>

Grading Criteria:

Engagement / Participation: 10%

Project assignments: 50%

Final Project: 40%

In-Person Attendance is Required(!) (10% of your mark = engagement / participation)

Because this course is interactive (i.e., I'll be asking you questions and asking you to engage throughout) you'll be expected to attend lectures in person. There will be no WebOption and there will be in-person quizzes (see below). If your schedule doesn't allow you to attend class in person, this course isn't a good fit for you.

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 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, 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 Steph 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 **February 16**. 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 with an experiment.

Although we will work on the design of Study 1 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, 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.

Quercus

The course Quercus website will be your one-stop resource for all course documents, lectures, announcements, and supplementary information. PDF copies of the slides will be available on the course site the evening AFTER each lecture. Outline slides will be available the evening BEFORE each lecture. You are highly advised to regularly check course announcements because you are solely responsible for staying on top of all course announcements made through Quercus.

Office Hours

Office hours are a great way to get answers to specific questions you may have. I will hold office hours each week beginning the second week of January, 2023. I may have to cancel certain office hours due to travel, but if this is the case there will be an announcement posted.

Tentative Course Schedule

Throughout the term, we will work together to develop a research study as a class. Our class meetings on Wednesday from 11:00 AM to 1:00 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
January 10	Social psychological research in context
January 17, January 24	Theoretical foundations
January 31 – March 6	Conceptualizing variables as observations and in experiments
March 13 - March 27	Analyzing and presenting research findings
December 4th	Final paper due

Course Requirements

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

	Assessment		
D	Participation	weekly	10%
D	<i>TCPS2 CORE (self directed)</i>	<i>by February 16th</i>	<i>[10%]</i>
D	Assignment 1: Theory worksheet	January 24th	10%
D	Assignment 2: Article summary	January 31th	10%
D	Assignment 3: Measurement	February 14th	15%
D	Assignment 4: Coding methods	February 28th	5%
D	Group Assignment: Code book	March 6 th	5%
D	Assignment 5: Analysis plan	TBD	5%
D	Final paper	April 5th	40%
Maximum score			100%

Late assignment submission policy:

Late assignments will be docked 10% per day after their original due dates, and will not be accepted after 1 week past the due date.

I cannot accept assignments after the last day of the course, this is university policy!

UTSC POLICIES

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 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 web site (<https://uoft.me/pdt-faq>).

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) 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, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

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, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

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.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

DEPARTMENT OF PSYCHOLOGY POLICIES

Missed Term Work Policy

Using the Missed Term Work policy below is **optional**. You may prefer to develop your own system (ex. you could create your own online form instead of using our MTW form), but you must account for the following:

- If there are legitimate, documented reasons beyond a student’s control for missed work, they should be accommodated **without academic penalty** (as per the [Academic Handbook](#), 6.6)
- Students who miss a term test for an acceptable reason (e.g. illness or bereavement) **should be offered a make-up test**. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, but this is **strongly discouraged** (as per the [Academic Handbook](#), 7.3)
- For a **first absence** in a course, students may simply **declare their absence on ACORN**. They can declare absence only once per term, for a period of up to 7 days. ACORN absence declarations should be considered sufficient documentation for missed work.
- If a student is **away more than once** in the term, they cannot declare additional absences on ACORN. In these cases, you have the **option to request proof** of their second+ absence, for example:
 - o A University approved Verification of Illness (VOI) form
 - o A death certificate, funeral announcement, or other supporting document for bereavement
 - o A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the student’s claims, sent directly to the instructor by email

Department of Psychology Missed Term Work Policy

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

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) (“MTW Form”).
2. Email **BOTH** your MTW Form and Supporting Documentation to stephanie.schwartz@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	Uoft Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed TERM TESTS , <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS ,		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

	<ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify 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), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	10 BUSINESS DAYS IN ADVANCE of the missed work
Religious Conflict	None required	

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the “subsequent absences” column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.