



# 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, 11:10 - 1 PM (view ACORN or Quercus for classroom location).

★ **Important:** This is an **in-person** laboratory course. **Weekly attendance is required** ★  
★★★ Please do not take this course if you cannot commit to attending class each week. ★★★

### Course Instructor and Teaching Assistant

**Course Instructor:** Dr. Kosha Bramesfeld (she/her/they)



See Quercus to learn more about your teaching team

**Office hours:** Wed. 1:30-2:30 & Thurs. 3:15-4:15 PM

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

**Email:** kosha.bramesfeld@utoronto.ca

**Teaching Assistants (TAs):** Please see Quercus for information about the TAs.

\*Correspondence with us must occur via the Quercus inbox or your University of Toronto email address. We will not respond to emails coming from email addresses outside of U of T.

### 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 (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.
- Recognize that research is a collaborative pursuit and practice working in collaboration with others to generate ideas, peer review those ideas, and consolidate efforts.
- 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 11:10 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
Jan. 8	Social psychological research in context
Jan. 15, Jan. 29	Theoretical and methodological foundations
Feb. 5 - Mar. 12	Designing experiments
Mar. 19 - Apr. 2	Analyzing and presenting research findings

## Course Requirements

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

<input checked="" type="checkbox"/>	Assessment	Deadline	%
<input type="checkbox"/>	In-class participation	weekly	10%
<input type="checkbox"/>	Assignment 1	Jan. 21	2%
<input type="checkbox"/>	Assignment 2	Jan. 28	3%
<input type="checkbox"/>	Assignment 3	Feb. 4	5%
<input type="checkbox"/>	Assignment 4	Feb. 25	5%
<input type="checkbox"/>	Assignment 5	March 4	5%
<input type="checkbox"/>	Research proposal & <a href="#">TCSP2-Core</a>	March 9	30%
<input type="checkbox"/>	Final report	April 4	40%
<b>Maximum score</b>			<b>100%</b>

*\*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	70-72		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.

## Course Components

### Participation (10%)

This is an **in-person** laboratory course. **Weekly attendance is required.** Class time will be used to make progress on a research study that we will develop together 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 participation during other class meetings. However, it will be extremely difficult to get caught up with the project if you miss 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.

### Project assignments (20%)

To ensure adequate preparation for our in-class discussions and activities, you will be expected to complete five preparation assignments, which are due the day before class during Weeks 3-7. 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, in addition to your assignment 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.

### Research proposal (30%) & final report (40%)

We will work together as a class to design and conduct a research study. As a final project for the course, you will write up the rationale, methods, and results of this study in two phases:

- **Research proposal (30%, due March 9):** You will submit an APA-style research proposal that summarizes the rationale, methods, predicted results, and critical evaluation of our planned methods that serves as a 'pre-registration' of your research hypotheses, prior to the collection of our data. Your research proposal must also include as an appendix (a) a [TCPS2-Core Certificate of Completion](#) and (b) a short Research Ethics Board (REB) application. Our teaching team will provide you with feedback on your research proposal.
- **Research report (40%, due April 4):** At the completion of our project, you will submit an APA-style research report that summarizes the rationale, methods, actual results, and future directions of our course study. For reproducibility purposes, your research report must include an appendix with (a) a copy of the experimental materials, (b) your outcome measures, and (c) your analysis code. You will be marked on the quality of your research report and your ability to respond to feedback from our teaching team and your peers.

Although we will work on the design of the study collectively as a class, your research proposal and research report are individual assignments. The reports must reflect your own literature review, rationale, research hypothesis, predicted/calculated results, critical evaluation (proposal), and follow-up study (report). Each report should be formatted in APA-style. The exact guidelines and marking criterion will be posted on Quercus several weeks before each deadline.

## Missed Term Work Policy

**Absences:** Your in-class 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 Dr. B right away to discuss your options.

**Deferring the deadline for the final report:** Students who require an extension on their final report must [petition the registrar's office for a formal deferment](#).

**Assignment and research proposal extensions:** The assignments and the research proposal are designed to help you make progress on your paper and give you the opportunity to receive feedback on your work. Late submissions jeopardize your ability to get timely high-quality feedback on your work. With that said, students who require an extension can complete the [PSYC71 Missed Term Work Form](#) and documentation (see below) to request an extension. Otherwise a late penalty of up to 10% per day may apply.

**Supporting documentation:** When submitting the [PSYC71 Missed Term Work Form](#), please include one of the following forms of documentation:

- **ABSENCE DELARATION:** A screenshot of an [ACORN Absence Declaration](#) submitted to me (typically within **2 business days** of the missed work). Students may use the Absence Declaration tool to declare an absence once per term for a maximum of seven consecutive days.
- **DOCUMENTATION:** Students who cannot declare on ACORN because they have already used their one declaration for the term, or because they missed the declaration window, will need to submit alternative documentation to me (typically within **2 business days** of the missed work). Examples include:
  - A [UofT Verification of Illness Form](#).
  - A death certificate or funeral announcement or similar document.
  - An Accommodation Letter or a note from an AccessAbility consultant.
  - An email to me explaining why compassionate consideration is warranted.

**A note on religious / academic conflicts:** Because students can work on their assignments/research proposal in advance of the deadlines, academic conflicts, religious observances, and university-sponsored activities are typically not considered valid reasons for requesting an extension on an assignment or the research proposal. With that said, in some cases, I might approve an extension request if there are extenuating circumstances that warrant unique consideration. This is especially true if I am notified in advance of the deadline (and no later than within **2 business days** of the missed work).

**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**.

## 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, dis/ability, 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<sup>1</sup>. 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 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. 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](mailto: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.  
<https://www.utsc.utoronto.ca/~ability/>

## Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the [UTSC Health and Wellness Centre](#).

---

<sup>1</sup> 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>.



## Writing Support

### Writing Centre

This course requires the submission of two term papers. Among other criterion, your papers will be assessed on 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).

### 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.

## Academic Integrity

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 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.

**Citing and referencing sources:** This course includes a required reading titled *Finding, Citing, and Referencing Community and Scholarly Resources* (see Quercus to access this document). This document outlines tips and strategies for finding sources for your [Knowledge-Mobilization Project](#). It also outlines my expectations when it comes to citing and referencing sources. You will be held accountable for properly citing and referencing your sources throughout the term. Please also remember: if you cite and/or reference a source as part of your submitted work for this course, this is you stating that you have actually found and consulted that source. Be prepared to produce and explain any source that you cite within your course work.

**University's Plagiarism Detection Tool.** Normally, students will be required to submit their course papers 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 papers 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>).

**Artificial Intelligence (AI) tools.** The use of generative artificial intelligence tools (including, but not limited to ChatGPT) **is strongly discouraged** in the preparation of your work for this course. Using generative AI tools has the potential to violate two key premises of academic integrity that are core to this course:

1. Your written work should reflect your own knowledge, understanding, and critical analysis. Asking anyone (or any tool) to do your work for you is an academic integrity violation. Be prepared to explain anything that you include in your work for this course.
2. If you cite and/or reference a paper in your work for this course, this is you stating that you have actually found and consulted that source. Be prepared to produce and explain any source that you cite within your course work.

**Recording and/or distributing class materials.** Recording, photographing, or distributing any aspect of this course, including (but not limited to) assignment prompts, paper guidelines, lectures, or resources – without (a) prior approval of all involved and (b) written approval from the instructor is not permitted. This includes (but is not limited to) entering assignment prompts or paper guidelines into generative artificial intelligence tools (such as ChatGPT) or other questionable “studying” services (such as CourseHero). For your own protection, you should also avoid entering your own written work into generative artificial intelligence tools (such as ChatGPT) because once you give a generative AI tool information, that information becomes part of the training/information database. Down the line, this could result in someone else passing off your work as their own (which could implicate you in an act of plagiarism/cheating without you even knowing it).



## 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:**  
<https://www.sprgutoronto.ca/>

**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<sup>2</sup>

**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/>

---

<sup>2</sup> 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.