

PSY329H1 F

Social Psychology Laboratory

Fall 2024 Syllabus

Course Meetings

PSY329H1 F

Section	Day & Time	Delivery Mode & Location
LEC0101	Thursday, 10:00 AM - 1:00 PM	In Person: SS 560

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Colin Li (he/him)

Email: kcolin.li@mail.utoronto.ca

Office Hours and Location: By appointment only

Teaching Assistant: Ruth Yilma (she/her)

Email: ruth.yilma@mail.utoronto.ca

Office Hours and Location: By appointment only

Course Overview

In this course, students will gain hands-on research experiences by developing their independent research projects and learning practical data analysis skills in R. We will also discuss critical issues in research methods such as measurement, open science, and diversity.

Course Learning Outcomes

- **Critical Thinking.** By the end of this course, you should have a solid understanding of common research designs and analyses used in social psychology. You should be able to critically evaluate the strength of the evidence and identify weaknesses in social psychological research.
- **Scientific Communication.** By the end of this course, you should know how to communicate with academic and lay audiences. You should also know how to interpret findings from most social psychological journal articles.
- **Data Analysis.** By the end of this course, you should know the common statistical analyses used by social psychologists and apply them to any new data sets.
- **Data Visualization.** By the end of this course, you should know various visualization techniques and illustrate research findings professionally.

Note about prerequisites: It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you may be removed.

Marking Scheme

Assessment	Percent	Details	Due Date
Participation	10%	Every week, you will be required to post 3 discussion questions on Quercus based on the assigned or your own readings. Those questions are due by the Monday of the week, so the discussion leaders or I will have enough time to read them. Make sure your questions are thought-provoking. Questions that can be answered by the readings or a quick Google search are generally not considered thoughtful questions. Please do not repeat other students' questions or ask the same questions in a different way. Please balance your questions. If there are three assigned articles, I expect you to post one question for each, not three questions for one paper. If it's a lecture week, it is okay to post clarifying questions.	No Specific Date

Assessment	Percent	Details	Due Date
Discussion	10%	Throughout this semester, you will be required to lead a discussion of a topic of your choice with two other students. I will ask everyone to sign up in our first class. The discussion will take about 1 hour. During your lead discussion week, you are not required to post discussion questions on the discussion board. Instead, you and people on your team will read through all the posted questions and come up with the best way to lead the discussion. It is okay to use PowerPoint slides if you really want to, but it's not required. You're welcome to discuss your strategy with me in advance (e.g., not the night before class).	No Specific Date
Weekly Labs	20%	Most of the labs will be due by 11:59 pm of the class day. Details and requirements of each lab will be posted on Quercus. Please keep in mind that we grade each lab by effort rather than absolute accuracy. As long as you demonstrate that you have tried your best, we will not take points off even if your answer is incorrect.	No Specific Date

Assessment	Percent	Details	Due Date
Data Analysis Project	15%	For this assignment, I will post a dataset with instructions. You will analyze this dataset independently and write up results and discussion in APA 7th style. This is the only assignment where collaboration (e.g., asking classmates) or external help (e.g., Google, AI tools, graduate students in your lab) is not allowed. Instead, you can schedule a 15-minute appointment with me to discuss your data analysis plan or results.	2024-10-21
Abstract	5%	You will write an abstract of your research poster. The word limit is 1,200 characters including spaces. You will also choose two keywords for your abstract.	2024-11-21
Poster Presentation	20%	You will be required to design and present a research poster. A poster typically has the following elements: Background/Introduction, Method, Results, and Discussion. You can also be creative as long as you can convey the main ideas to your audience. We will grade this assignment based on the design and delivery.	2024-11-28

Assessment	Percent	Details	Due Date
Peer Feedback	5%	During the poster presentations, you will need to actively interact with at least 10 poster presenters and write down your feedback for them. I will pass down the feedback to the presenters and anonymize everything. Please do not just include feedback on the poster design. For example, you can ask questions about presenters' analytic approaches and provide feedback on their preparation levels.	2024-11-28
Portfolio	15%	The portfolio is an opportunity to present your research in a highly digestible format to any non-academic audience. You will use GitHub to create a website to showcase your work. Examples will be provided.	2024-12-02

Course Schedule

Week	Topic	Readings
Week 1 Sept 5th	Introduction	Review Syllabus
Week 2 Sept 12th	What Are We Studying in Social Psychology?	<ul style="list-style-type: none"> Wilson, T. D. (2022). What is social psychology? The construal principle. <i>Psychological Review</i>, 129(4), 873-889. https://doi.org/10.1037/rev0000373 Furr, R. M., & Funder, D. C. (2021). Persons, situations, and person–situation interactions. In O. P. John & R. W. Robins (Eds.), <i>Handbook of personality: Theory and research</i> (4th ed., pp. 667–685). The Guilford Press. Gray, K., & Wegner, D. M. (2013). Six guidelines for interesting research. <i>Perspectives on Psychological Science</i>, 8(5), 549-553. https://doi.org/10.1177/1745691613497967

<p>Week 3 Sept 19th</p>	<p>Statistical Assumptions and Data Cleaning</p>	<ul style="list-style-type: none"> Osborne, J. (2002). Notes on the use of data transformations. <i>Practical assessment, research, and evaluation</i>, 8(1). https://doi.org/10.7275/4vng-5608 Hehman, E., & Xie, S. Y. (2021). Doing better data visualization. <i>Advances in Methods and Practices in Psychological Science</i>, 4(4), 25152459211045334. https://doi.org/10.1177/25152459211045334 Shatz, I. (2024). Assumption-checking rather than (just) testing: The importance of visualization and effect size in statistical diagnostics. <i>Behavior Research Methods</i>, 56(2), 826-845. https://doi.org/10.3758/s13428-023-02072-x
<p>Week 4 Sept 26th</p>	<p>Open Science and Research Ethics</p>	<ul style="list-style-type: none"> Amrhein, V., Greenland, S., & McShane, B. (2019). Scientists rise up against statistical significance. <i>Nature</i>, 567(7748), 305-307. https://www.nature.com/articles/d41586-019-00857-9 Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. <i>Psychological Science</i>, 22(11), 1359-1366. https://doi.org/10.1177/0956797611417632 Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Sansone, C., Vazire, S., & West, S. G. (2014). Improving the dependability of research in personality and social psychology: Recommendations for research and educational practice. <i>Personality and Social Psychology Review</i>, 18(1), 3–12. https://doi.org/10.1177/1088868313507536 Singal, J. (2015). <i>The case of the amazing gay-marriage data: How a grad student uncovered a huge fraud.</i> https://slate.com/culture/2015/06/gay-marriage-study-faked-how-grad-student-david-broockman-uncovered-a-huge-scientific-fraud.html
<p>Week 5 Oct 3rd</p>	<p>Moderation and Mixed Design</p>	<p>As you have taken at least two statistics courses, I believe you have a baseline understanding of this topic. Therefore, feel free to review what you learned or try your best to learn what this is by using online resources.</p>
<p>Week 6 Oct 10th</p>	<p>Diversity in Psychology</p>	<ul style="list-style-type: none"> Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. <i>Perspectives on Psychological Science</i>, 15(6), 1295-1309. https://doi.org/10.1177/1745691620927709 Hommel, B. (2024). Dealing with diversity in psychology: Science or ideology?. <i>Perspectives on Psychological Science</i>, 19(3), 558-563. https://doi.org/10.1177/17456916241236170 Roberts, S. O. (2024). Dealing with diversity in psychology:

		<p>Science and ideology. <i>Perspectives on Psychological Science</i>, 19(3), 590-601. https://doi.org/10.1177/17456916241240743</p> <ul style="list-style-type: none"> Garr-Schultz, A., Muragishi, G. A., Mortejo, T. A., & Cheryan, S. (2023). Masculine defaults in academic science, technology, engineering, and mathematics (STEM) fields. <i>Psychological Science in the Public Interest</i>, 24(1), 1-9. https://doi.org/10.1177/15291006231170829
Week 7 Oct 17th	Correlation, Regression, and Mediation	As you have taken at least two statistics courses, I believe you have a baseline understanding of this topic. Therefore, feel free to review what you learned or try your best to learn what this is by using online resources.
Week 8 Oct 24th	Why Do We Care About Measurement?	<ul style="list-style-type: none"> Flake, J. K., Pek, J., & Hehman, E. (2017). Construct validation in social and personality research: Current practice and recommendations. <i>Social Psychological and Personality Science</i>, 8(4), 370–378. https://doi.org/10.1177/1948550617693063 Freeman, J. B. (2020). Measuring and resolving LGBTQ disparities in STEM. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 7(2), 141-148. https://doi.org/10.1177/2372732220943232 Elson, M., Hussey, I., Alsalti, T., & Arslan, R. C. (2023). Psychological measures aren't toothbrushes. <i>Communications Psychology</i>, 1(1), 25. https://doi.org/10.1038/s44271-023-00026-9
Week 9 Oct 31st	No Class	No Class
Week 10 Nov 7th	Factor Analysis and Measurement Invariance	<p>This week you can either listen to the podcast or read the two Furr (2011) chapters.</p> <ul style="list-style-type: none"> Quantitude S1E22: Factor Analysis -- The Good, The Bad, & The Ugly: https://quantitudepod.org/episode-22-factor-analysis-the-good-the-bad-the-ugly/ Furr, R. (2011). Evaluating psychometric properties: dimensionality and reliability. In <i>Scale Construction and Psychometrics for Social and Personality Psychology</i> (pp. 25-51). SAGE Publications Ltd, https://doi.org/10.4135/9781446287866 Furr, R. (2011). Confirmatory factor analysis. In <i>Scale Construction and Psychometrics for Social and Personality Psychology</i> (pp. 91-109). SAGE Publications Ltd,

		<p>https://doi.org/10.4135/9781446287866</p> <ul style="list-style-type: none"> • Lee, S. T. H. (2018) <i>Testing for Measurement Invariance: Does your measure mean the same thing for different participants?</i> https://www.psychologicalscience.org/observer/testing-for-measurement-invariance
<p>Week 11 Nov 14th</p>	<p>U.S.-Centric Psychology</p>	<ul style="list-style-type: none"> • Cheon, B. K., Melani, I., & Hong, Y.-y. (2020). How USA-centric is psychology? An archival study of implicit assumptions of generalizability of findings to human nature based on origins of study samples. <i>Social Psychological and Personality Science</i>, 11(7), 928–937. https://doi.org/10.1177/1948550620927269 • Kryś, K., de Almeida, I., Wasieł, A., & Vignoles, V. L. (2024). WEIRD–Confucian comparisons: Ongoing cultural biases in psychology’s evidence base and some recommendations for improving global representation. <i>American Psychologist</i>. https://doi.org/10.1037/amp0001298 • Wang, Q. (2016). Why should we all be cultural psychologists? Lessons from the study of social cognition. <i>Perspectives on Psychological Science</i>, 11(5), 583–596. https://doi.org/10.1177/1745691616645552
<p>Week 12 Nov 21st</p>	<p>Work Day</p>	<p>No Lecture or discussion today, but you are still expected to come to class.</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://communities.springernature.com/posts/how-to-write-an-abstract • https://www.youtube.com/watch?v=SYk29tnxASs • https://docs.github.com/en/get-started/writing-on-github/getting-started-with-writing-and-formatting-on-github/basic-writing-and-formatting-syntax
<p>Week 13 Nov 28th</p>	<p>Poster Presentations</p>	<p>None</p>

Policies & Statements

Late/Missed Assignments

I understand that there might be some unforeseen circumstances that can affect your ability to complete the assignment on time. If so, please let me know as soon as you can. If you miss a particular assignment, you have up to one week after missing it to provide me with documentation (e.g., ACORN absence, VOI).

There will be no late penalty if the assignment is submitted within 24 hours of the due date. Hence, if you can submit it within 24 hours of the due date, you do not need to email me to request for an extension. However, a penalty of 0.5% of your total mark will be applied per day (including weekends) if submitted after 24 hours of the due date. For example, each lab assignment is worth 2% of your total grade, and if the lab is submitted one day late, the maximum grade you can possibly receive for this lab will be 1.5%. If an assignment that is worth 15% of your total mark and is submitted one day late, the maximum grade you can possibly receive will be 14.5%. The only exception is the discussion questions where posting questions after 24 hours of the due date will not be accepted.

Re-marking Policy

Please carefully review and consider your feedback before contesting your grade for an assignment. Your course instructors and TAs work very hard to mark course assignments as fairly as possible. If you have concerns about how an assignment was graded, we are happy to explain further. If you still have concerns, you may submit a regrade request within 2 weeks of receiving your grade. If a re-marking is granted, **the student must accept the resulting mark as the new mark**, whether it goes up or down or remains the same. If there is a calculation error, please let me or the TA know, and we will re-calculate your grade immediately.

Course Communication

- When contacting your TA or me, please use your mail.utoronto.ca email account and put PSY329 in the subject line.
- Please address us by our name (i.e., Colin or Ruth).
- Please be respectful in all communication including your communication with fellow students.
- Course-related emails will be responded to within 48 hours. We will not respond to emails on weekends. Please do not expect us to respond outside business hours (9am-5pm).

Course Materials

Course materials are provided for the exclusive use of enrolled students. These materials including datasets should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

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.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

The Use of Generative AI

In this class, you will learn how to use R and GitHub. Using Generative AI tools such as ChatGPT can be very helpful especially when you do not have a programming background. In some situations, I would even encourage you to ask ChatGPT. However, you should limit your use of AI tools to coding issues only. You should not use AI for other academic purposes such as writing or generating questions. Representing AI-generated ideas as your own may be treated as an academic offense. If you have used any AI tools for your assignments, please mention it in your assignment submission and attach a chat history between you and the AI.