PSY329 – Social Psychology Laboratory – Summer 2022
Tuesdays & Thursdays 1:10pm – 4:00pm

Contact Information

Instructor:	**Teaching Assistant:**
Dr. Tanya Karam-Zanders (*she/her*)	Laura Tian
Email: t.karamzanders@utoronto.ca	Email: laura.tian@mail.utoronto.ca
Office Hours: by appointment via Zoom	Office Hours: by appointment

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 I am grateful to have the opportunity to work on this land.

Course Description & Goals:
This course is a hands-on overview of how to conduct research in social psychology, what to do with the data you collect, and how to tell other people about your findings. By the end of the course, my hope is you will have gained the following:

1) Knowledge about the concepts, considerations, and challenges unique to social psychology research.
2) Skills necessary for conducting research in this field.
3) Critical thinking in evaluating your own and others' research decisions.
4) Communication of findings in different mediums.
5) Ethical and social responsibility within the research community and beyond.

This course consists of 4 modules, each with 2-3 lectures (see pages 5-6 of this document).
Before each lecture, you must complete any assigned asynchronous tasks (i.e., any assigned reading(s) and videos). We will then use the first part of our synchronous meetings for a lecture covering key concepts, that will include some hands-on/discussion-based activities. Any time remaining class time will be open for students to use as they prefer (e.g., ask additional questions, work on assignments, or leave early). Exceptions to this format are the final two classes, dedicated to student presentations and an optional Q&A session.1

Prerequisites: PSY202H1/ ECO220Y1/ SOC252H1/ STA221H1/ PSY202H5/ STA221H5/ PSYC08H3/ STAB27H3/ STAC32H3, and PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1. Recommended Preparation PSY203H1 Exclusion PSY329H5/ PSYC71H3. 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 WILL BE REMOVED. No waivers will be granted.

Reading Material:
All course materials (including readings, links to videos, assignment guidelines, etc.) will be posted on Quercus, organized by Modules (see pages 5-6 of this document). There is no textbook for this course; instead, readings are an assortment of articles and book chapters, all of which will be made accessible via Quercus.

Course Evaluation:
Overview:
- Lecture Participation (All Modules)
  - Lectures 1-5 4% (Best 4 out of 5)
  - Lectures 6-10 4% (Best 4 out of 5)
- Module Reflections (Modules I, II, and III) 9% (3% per reflection)
- APA-Style Results Section (Module III) 15%
- Research Proposal
  - Ethics Form (Module I) 10%
  - Open Science Pre-Registration Form (Module II) 15%
  - 5-Min Research Proposal Presentation (Module IV) 10%
  - Feedback on Three Peers' Presentations (Module IV) 3%
  - APA-Style Written Research Proposal (Module IV) 30%

Lecture Participation (All Modules): Participation will be graded holistically based on engagement in the following: Having your camera on during lectures, answering questions posed by the instructor in class, interacting with the instructor and/or classmates in the chat, and asking questions (either verbally or in the chat). Participation grades for each lecture will be posted before the following lecture, with comments for improvement, if needed.

Module Reflections (Modules I, II, and III): These are Quercus (untimed) "Quizzes" that serve as a learning check and additional opportunity for you to ask questions, reflect on your progress in the course so far, and/or to provide feedback about how I could improve future modules (or future iterations of the course). Grades for each Module Reflection will be posted 1 week after submission.

APA-Style Results Section (Module III): This assignment involves submitting a word or PDF document with the results of five different statistical tests in APA format. More information about how to complete this assignment and a detailed grading rubric will be made available on Quercus before the beginning of Module III. Grades will be posted 1 week after submission.

Research Proposal: This project is designed to allow you to apply the knowledge gained in this course and propose your own novel experiment that is designed to answer a meaningful question in social psychology that is of interest to you. To guide you through this process, you will complete a series of related assignments (outlined below). More details about the final written proposal (and each of the assignments below) will be uploaded to Quercus, along with detailed grading rubrics. Unless otherwise noted, all proposal assignments will be graded within 1 week of submission.
• **Ethics Form (Module I):** Using concepts from Lectures 1 & 2, you will complete select portions of an ethics protocol, based on the one submitted for undergraduate research at UofT.

• **Open Science Pre-Registration Form (Module II):** Using feedback on your completed ethics form and material covered in Lectures 3-5, you will complete a second form based on the OSF pre-registration form for social psychological research (van 't Veer & Giner- Sorolla, 2016).

. **5-Minute Research Proposal Presentation:** In the second last class, you will present your research proposal to your classmates. Your oral presentation will be 5 minutes and you will create a single power point slide to accompany your talk.

• **APA-Style Written Research Proposal:** The APA-style research proposal should include a title page, abstract, introduction, methods, *predicted* results, discussion, and references. If needed/desired, you may also include an appendix with details of study materials. Please keep papers a maximum of 12 double-spaced pages (not including title page, abstract, references, or appendices). As with other psychology courses, you will be expected to follow APA guidelines (7th Edition), including using 12pt font, 1" margins, and left-justification. (This assignment will be graded within 2 weeks)

General notes about assessments and grades: As with your other courses, grades are based on the UofT grading policy, which you can review here: http://writing.utoronto.ca/advice/general/grading-policy. Please note that we (i.e., your TA and I) understand that grades are important to you, and we do our very best to grade everything on time and as accurately and fairly as possible. However, if you suspect an error or oversight, please do not hesitate to request a meeting with the person who graded your work.

Concerns or Questions about Test and Study Proposal Marking:

All assignments and tests will be marked by the instructor or the TA (responsibilities are specified in the tentative schedule. Any concerns or questions about individual marks should be taken up with the assigned grader first. You may ask for an explanation of your result if you wish to learn from your mistakes at any time. However, for any dispute over marking where you are asking for a better grade or to make changes to the marking, you must submit a formal request to have the marking reconsidered and send it to the assigned grader along with a scan/clear picture of the entire marked item. Send the following information:

1. Identify the problem area for which you are disputing the mark;
2. Provide a thorough justification as to why you think you deserve a different mark;
3. Include references to corroborate this justification.

Only if there is a well-founded allegation of bias/prejudice or obvious mistake or error of judgment should the instructor be approached about a mark assigned by the TA. In such cases, the instructor will evaluate the assignment independently and decide on a final mark. This final mark may be lower than, higher than, or the same as the original mark and is not open to further appeals to the instructor.

Please note that you have a maximum of 2 weeks to contact me or the TA from the time you receive your grade on any assessment to express your concerns or ask questions. No considerations will be made after this timeframe has elapsed.

Disclaimer on Intellectual Property:

Lecture materials are the sole intellectual property of the instructor. Students may not record a lecture without permission of the instructor, and in no cases should students sell or publish an instructor's lecture material, including posting it on websites. Please refer to the Academic Handbook, Section 4.5 for more details on this policy.

In the case of PSY329, students are asked to refrain from recording (visual and/or audio) lectures and refrain from distributing lecture material on the internet.

Academic Guidelines:

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 (PSY201H1 or equiv. & PSY210H1 or equiv.) If you lack any prerequisites you will be removed. No waivers will be granted. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Calendar. http://www.artsci.utoronto.ca/

Penalties for Lateness

Term work must be submitted by end of day on the assigned date, or sooner. Work must be submitted in the format (online or presentation) indicated for that specific item, as per syllabus instructions. A penalty of 10% for each calendar day past the deadline, including the last day of the term, will be applied for late items. No extensions will be granted for papers. Medical notes for late essays are NOT acceptable (unless circumstances warrant).

Email Communication

Emails must come from a utoronto account. The **course code must appear in the subject-heading** of all emails. If the course code does not appear in the subject heading, your email may not receive a response. Emails regarding course content and thought papers should be sent to the instructor. Emails regarding test grading or essay prep should be sent to the TA. Students should allot ample time for responses. Responses can be expected within 2 to 4 business days—if you do not receive a response within this time period, you should resend your message. Students are responsible for ensuring that a response is received by resending emails or confirming with the recipient regarding the status of the email.

When requesting an virtual appointment, students must include a variety of dates and times (in the next 5 business days) that would work for their schedule, and send the request with ample time for response. *Any requests to meet within 24 hours will not be responded to.*

Emails do not serve as an alternative to meeting with the instructor or TA (unless thus determined by the instructor or TA). Emails also must not be used as a means to receive tutorials or explanations of lecture content.

Academic Resources:

Accessibility Needs:

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 Accessibility Services at (416) 978 8060; accessibility.utoronto.ca.

Writing Centre:

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit http://www.writing.utoronto.ca/

Academic Integrity and Plagiarism:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic

achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (**www.governingcouncil.utoronto.ca/policies/behaveac.htm**) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

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 website (https://uoft.me/pdt-faq).

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.

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 http://www.studentlife.utoronto.ca/as/new-registration 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.

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. Speak to me 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/academicadvising-and-support/student-academicintegrity and http://academicintegrity.utoronto.ca

Specific Medical Circumstances

For 2022 S-term, a Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence. If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. 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 nonmedical 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 accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Quercus Info

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. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY 329. You may need to scroll through other cards to find this. Click on the PSY 329 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL 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.

Resources:
Academic Success Centre: www.asc.utoronto.ca

CAPS (Counselling and Psychiatric Services): www.caps.utoronto.ca

Tentative Course Schedule:

MODULE I: Why Are We Here? (And Other Meaningful Questions)

	Task	Date
Read	Syllabus	
Attend (online)	L1: Types of Research Questions & Study Designs	Tue, Jul 05
Watch	Videos: Ethics & Integrity in Social Psychology	
Read	Pre-registration in social psychology (van 't Veer & Giner-Sorolla, 2016)	
Attend (online)	L2: Conducting Controlled & Ethical Experiments	Thu, Jul 07
SUBMIT	Module I Reflection (Graded by: Instructor)	Tue Jul 12 (by 11:59pm)
SUBMIT	Ethics Form (Graded by: TA)	Thu, Jul 14 (by 11:59pm)

MODULE II: The Devil is in the Details!

	Task	Date
Watch	Videos: Statistics Basics	
Read	Ten frequently asked questions about implicit measures (Gawronski, 2009)	
Attend (online)	L3: Observational Methods	Tue, Jul 12
Read	How the questions shape the answers (Schwarz, 1999)	
Attend (online)	L4: Self-Report Methods	Thu, Jul 14
Read	On effect size (Kelley & Preacher, 2012)	
Attend (online)	L5: Choosing Statistical Tests & Determining Sample Size	Tue, Jul 19
SUBMIT	Module II Reflection (Graded by: Instructor)	Thu, Jul 21 (by 11:59pm)
SUBMIT	Open Science Pre-Registration Form (Graded by: TA)	Tue, Jul 26 (by 11:59pm)

MODULE III: Engaging with Data

	Task	Date
Read	Making claims with statistics (Abelson, 1995)	
Read	Dating and Relationships in the Digital Age (Pew, 2020)	
Attend (online)	L6: Data Preparation & Descriptive Statistics	Thu, Jul 21

Read	A conflict of values: When perceived compassion decreases trust (Lupoli et al., 2020)	
Watch	Video: Analyses with Categorical Predictors	
Attend (online)	L7: Conducting T-tests, ANOVAs, & Chi-Square Tests	Tue, Jul 26
Read	Replication and Extension of Alicke (1985) Better-Than-Average Effect for Desirable and Controllable Traits (Ziano et al., 2020)	
Watch	Video: Analyses with Continuous Predictors	
Attend (online)	L8: Conducting Correlations & Regressions	Thu, Jul 28
SUBMIT	Module III Reflection (Graded by: Instructor)	Tue, Aug 02 (by 11:59pm)
SUBMIT	APA-Style Results Section (Graded by: TA)	Thu, Aug 04 (by 11:59pm)

MODULE IV: Beyond the Results Section

	Task	**Date**
Read	Writing the empirical journal article (Bem, 2003)	
Attend (online)	L9: Writing & Presenting in Psychology	Tue, Aug 02
Read	Benefits of peer review on students' writing (Yalch et al., 2019)	
Attend (online)	L10: Providing & Responding to Constructive Criticism	Thu, Aug 04
PRESENT	5-Min Proposal Presentation (Tue, Aug 10)	Tue, Aug 09
SUBMIT	Presentation Slide & Feedback on Three Peers' Presentations (Graded by: Instructor)	Tue, Aug 09 (by 11:59pm)
Attend (online)	Spillover Lecture	Thu, Aug 11
SUBMIT	Final Written Research Proposal (Graded by: TA)	Thu, Aug 11 (by 11:59pm)

Readings:

Abelson, R. P. (1995). Making claims with statistics. In *Statistics as Principled Argument* (pp. 1–16). Psychology Press.

Bem, D. J. (2003). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*, 2nd Edition (2nd ed., pp. 171–201). American Psychological Association.

Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. *Canadian Psychology/Psychologie Canadienne*, *50(3),* 141–150. https://doi.org/10.1037/a0013848

Kelley, K., & Preacher, K. J. (2012). On effect size. *Psychological Methods, 17(2)*, 137–152. https://doi.org/10.1037/a0028086

Lupoli, M. J., Zhang, M., Yin, Y., & Oveis, C. (2020). A conflict of values: When perceived compassion decreases trust. *Journal of Experimental Social Psychology, 91,* 104049. https://doi.org/10.1016/j.jesp.2020.104049

Schwarz, N. (1999). How the questions shape the answers. *American Psychologist, 54(2),* 93–105.

van 't Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology—A discussion and suggested template. *Journal of Experimental Social Psychology, 67*, 2–12. https://doi.org/10.1016/j.jesp.2016.03.004

Yalch, M. M., Vitale, E. M., & Ford, J. K. (2019). Benefits of peer review on students' writing. *Psychology Learning & Teaching, 0(0),* 1–9. https://doi.org/10.1177/1475725719835070

Ziano, I., Mok, P. Y. (Cora), & Feldman, G. (2020). Replication and Extension of Alicke (1985) Better-Than-Average Effect for Desirable and Controllable Traits. *Social Psychological and Personality Science*, 1948550620948973. https://doi.org/10.1177/1948550620948973