Psychology
UNIVERSITY OF TORONTO

PSY329H1F:
Social Psychology Laboratory

Class meets **Wednesdays 11am-1pm** and **Fridays 11am-12pm** in **SS 560**
(Ground floor, one level below the Second Cup)

Contact Information

Instructor: Dr. Ashley Waggoner Denton (she/her)
Email: a.waggoner@utoronto.ca
Office Location: SS 6019 (sixth floor, end of the hall)
I will typically be available after class for students wishing to chat or you can book an
appointment (virtual or in-person) with me here.

Teaching Assistant: Xiao Min Chang (she/her)
Email: xiaomin.chang@mail.utoronto.ca
Xiao Min will attend our Friday class meetings; please send her an email if you
would like to schedule an appointment.

Course Description, Goals, and Prerequisites

*Calendar Description: Illustrates major methodologies within social psychology, such as attitude
measurement, observation of small groups, and experiments. Course capacity is limited to 15
students and priority is given to PSY Specialists and Research Specialists during the first
enrolment period.*

Prerequisites: PSY202H1 (or equivalent) and PSY220H1 (or equivalent)
Recommended Preparation: PSY203H1
Exclusion: PSY329H5/PSYC71H3
Distribution requirement: Science
Breadth Requirement: Thought, Belief and Behaviour (2)

Welcome to the Social Psychology Lab! During your time in this course, you will gain
first-hand experience with numerous research methodologies, you will learn how to
effectively communicate ideas and information, and you will work closely with a
group of peers (along with myself and the course TA) every step of the way in a
collaborative and congenial atmosphere.

This course is divided into five interconnected modules. The expected timeline,
along with the major topics, goals, and tasks associated with each module are briefly
summarized below.

MODULE 1: Values, Practice, and the Culture of Psychological Science (Weeks 1-3)
TOPICS: Open science, anti-racist science, ethical science & self-care
GOALS: To learn and think critically about numerous issues that lie at the foundation of our discipline and shape the nature of all social psychological research.
TASK: Reflection Paper

MODULE 2: Observational Research (Weeks 4-5)
TOPICS: Observational and correlational research, observational coding systems, hypothesis generation, data collection and analysis
GOALS: To gain experience creating and collecting data using an observational coding system, working with collaborators, and (possibly) attempting to replicate a previously established correlation between two variables.
TASK: Observational Research Report & Reflection

MODULE 3: Archival Research (Week 6)
TOPICS: Archives and databases, open data, data visualization and communication
GOALS: To gain experience working with existing datasets and presenting complex information in an effective visual format.
TASK: Infographic Presentation

MODULE 4: Non-Profit Partnered Project (Weeks 7-9)
TOPICS: Self-report measures, survey design, professional skills
GOALS: To learn about survey design and work in groups on a project that meets the needs of an industry partner.
TASK: Deliverables for Non-Profit Partner & Personal Reflection

MODULE 5: Experimental Research (Weeks 10-13)
TOPICS: Experimental designs, factorial designs, moderation and mediation
GOALS: To design a novel experiment that tests a hypothesis regarding a social psychological phenomenon of your choosing.
TASK: APA-Style Research Proposal & Presentation

Reading Material/Textbook

There is no required textbook for this course. All assigned readings are either open-access or available through the U of T Library system. Sometimes an assigned reading will be a podcast or video. All course materials will be posted or linked to on Quercus. Access to any necessary statistical software (e.g., SPSS) will be provided in class (and is available at the Map and Data Library Computer Lab in Robarts, should you choose to access it outside of class time).

Course Webpage/Quercus

The website associated with this course is accessible via http://q.utoronto.ca.
This is where you will find all course materials, submit your assignments, etc. If you have any questions about using this site, please do not hesitate to ask me!

Course Learning Outcomes

By the end of this course, I am confident and hopeful that you will be able to:

Knowledge & Application
- Define key methodological and statistical concepts (e.g., inter-observer reliability, internal consistency, counterbalancing, mediation)
- Describe important issues as they pertain to social psychological research including replicability, transparency, anti-racist scholarly practice, and advocacy
- Debate the merits of various research approaches including quantitative versus qualitative, exploratory versus confirmatory, observational versus self-report, correlational versus experimental

Scientific Inquiry & Critical Thinking
- Collaboratively design an observational coding system and conduct systematic observations of a naturally occurring social behaviour
- Collaboratively design an effective survey that addresses the needs of an industry partner
- Conduct basic statistical tests to determine the reliability and validity of measures and to test hypotheses about relationships between variables
- Identify a gap in the research literature, generate a hypothesis, and develop an empirical study that would successfully test this hypothesis
- Describe the role of subjectivity in the scientific process

Scientific Communication
- Demonstrate effective writing for different purposes (e.g., reflection papers, APA style research proposals)
- Demonstrate effective oral presentation skills for different purposes (e.g., informal group discussions, formal research presentations)
- Communicate quantitative data using effective visuals

Personal & Professional Development
- Collaborate successfully on group projects
- Pursue and respond appropriately to feedback from others to improve performance, as well as how to give constructive feedback
- Display project management skills, including producing deliverables within established time frames
- Engage in critical reflection by intentionally thinking deeply about your learning experiences, your reactions and responses, and what you will take from these experiences in order to inform future actions and improve outcomes

Ethical & Social Responsibility
- Describe ongoing ethical challenges in psychology, including how the profession of psychology in Canada has failed to uphold its own code of ethics in its interaction with Indigenous Peoples in Canada

Course Assessments & Marking Scheme

Additional resources, instructions, and scoring rubrics for all major assignments are available on Quercus.

Engagement: Preparation, Participation & Collaboration (10%)
- As this is a small, highly interactive class, preparation for class is *essential* – not only to your personal success in this course, but to *everyone's* overall learning experience. On certain weeks, you will be asked to complete online "quiz" and/or other activity based on that week's reading/preparatory material. Completion of these activities will help ensure that you are actively engaging with the course material and that you are prepared for class discussions.
- While actively participating in class discussions is *one* way of showing you are engaged in class, this portion of your grade will also consider many other potential contributions. These include participating in small group discussions and partnered activities during class, offering helpful feedback (written and oral) to your peers' when they present in class, working well with others on partnered/group projects, and not texting/scrolling your phone during class time. This portion of your grade will be self, peer, and instructor assessed at various points throughout the semester.

Reflection Paper: Values & Practice in Psychological Science (12.5%)
RECOMMENDED DUE DATE: **Friday, October 6th**
Last chance deadline: Friday, October 13th
- During the first few weeks of the course, we will be examining a number of complex intersecting issues having to do with values, practice, and the culture of psychological science. These issues include but are not limited to replication and reproducibility, open data and materials, preregistration and registered replications, incentive structures, norms and counternorms, social justice and advocacy, QuantCrit, anti-racist scholarly practice, subjectivity, white supremacist culture, and inclusion versus decolonization. In this reflection paper, you will demonstrate how you have been thinking critically about this material, your reactions and responses to it, and its relevance to your own life (e.g., how will this learning experience inform your future actions?)
- Papers should be 3-4 pages in length (double-spaced, standard font)
- Writing should use formal language and correct spelling and punctuation. Use of proper APA citations and references is not required (but is welcome for the purposes of practicing).
- Topics reflected upon may include any information covered in class or in the reading/assigned materials from Module 1. You may choose to examine 1 or 2 topics deeply, or more topics in less detail. Reflecting on perceived intersections between topics is especially encouraged.
- When writing, you may wish to consider the following:

- o What new things have you learned? How does this new knowledge interact with your existing knowledge?
  - o What have we discussed that is most interesting to you? Most surprising?
  - o How has your learning affected preconceptions or misconceptions you brought with you into class?
  - o What thoughts, feelings, and judgements arose as you learned this material? How might these have impacted your learning?
  - o How does your learning affect your view of the world?
  - o Will what you have learned change your behaviour in the future?
- Importantly, writing these papers is meant to add value to your learning by encouraging you to reflect deeply on the material and find what is meaningful to you. **Do not** simply outline or summarize the material we have covered. I want to know what the material *means to you*!

Observational Study Research Report (15%) **& Reflection** (5%)
RECOMMENDED DUE DATE: **Friday, October 20th**
Last chance deadline: Wednesday, November 1st

- To facilitate our understanding of observational methods, hypothesis generation, and data collection and analysis, you will work with a partner (or group of 3) to design and conduct an observational study that tests a hypothesis about the relationship between two categorical variables (please see the assignment instructions for important information on the parameters of this project).
- You will then assess and report on the reliability of your observations and the findings of your study.
- Individually, you will reflect on the meaning of these findings, the role of subjectivity in the research process, and your personal learning experience.

Archival Research Infographic (5%)
Infographics will be shared with the class on **Wednesday, October 25th**

- Infographics present large amounts of information in a compact and easy to understand way, using texts, symbols, colours, and graphic visuals. Using one of the open datasets provided, you will create an infographic that answers an interesting question you have about the data.

Non-Profit Organization-Partnered Project: Deliverables (10%) **& Reflection** (5%)
FULL *DRAFT* OF DELIVERABLES DUE IN CLASS **Wednesday, November 15th**
Final due date for group deliverables: Wednesday, November 22nd
Last chance deadline for reflections: Friday, November 24th

- To see firsthand how your research skills and knowledge can be applied outside of academia we will partner with a non-profit (or similar) organization to work on a project that meets one of their needs. Unlike the other course assignments, the deliverables/expectations of this experiential learning project are not simply up to me – they will depend on the nature of the project and the needs of our partner and can often be more ambiguous and unsettled than a course assignment with clear instructions and a predetermined rubric. This lack of clarity can be frustrating, but it is also purposeful - it serves a

good introduction to how projects often are outside of a classroom environment.
- You will work in groups to submit a set of project deliverables (e.g., survey questions, literature review). Individually, you will write and submit a reflection on what you learned while working on the organization-partnered project.

Research Proposal Presentation (12.5%)
Presentations will occur on **Nov 29th, Dec 1st and Dec 6th**
- Each student will give an oral presentation of their research proposal (see below) during the final two weeks of the semester. The presentation should be a professional, 10-12-minute talk with accompanying visuals (e.g., PowerPoint).
- Each presentation will be followed by class discussion and feedback. The presentations will serve as a valuable opportunity for presenters to receive feedback on their research proposals prior to submitting their final papers. It will also allow other students to gain experience in providing feedback to other students and critically analyzing the work of others.

APA-style Research Proposal (25%)
RECOMMENDED DUE DATE: **Friday, December 8th**
Last chance deadline: Friday, December 15th
- As mentioned above, every student will develop and write up a proposal for a novel **experiment** (must involve a manipulation) that is designed to test a hypothesis you have generated based on a review of the literature on any topic in social psychology.
- Your proposal will include:
  - A title page
  - An introduction section that includes a broad introduction to the issue at hand (why should the reader care?), a review of the relevant literature, and the specific purpose of your study (your hypothesis/es).
  - A method section that includes who your participants will be, thorough description of any materials or measures that will be used, a clear outline of the procedure you will follow, and a data analysis plan. Your method section should also include an outline of any ethical considerations, a reflection on any biases that may affect the research, and a description of the assumptions you will make in order to test your hypothesis.
  - A brief description of your predicted results (with possible inclusion of a figure).
  - A limitations and future directions section where you address the limitations of your proposed study (what questions will it *not* answer?) and describe what could be done in the future to address these limitations.
  - A references section with at least six references

Course Policies

Attendance, Due Dates, and Lateness Policies

If you need to miss a class for any reason, please email me before class (see email policy below) to let me know (you do **not** need to disclose the reason and **no** documentation is necessary). You are responsible for catching up on what was missed and are still expected to submit any work that is due that week. I highly recommend exchanging contact information with a classmate so that you may help each other out if you need to miss a class. If you end up missing **more than one full week** of class, please come and speak to me (or I will request an appointment). Otherwise, your class engagement mark will be affected by your unexplained absences.

Every major assignment has two deadlines associated with it – a recommended due date, and a "last chance" deadline. Submitting assignments by the recommended deadline will ensure that work doesn't snowball and that you are able to receive timely feedback. However, if needed, you always have until the last chance deadline to submit your work without any consequences. Please come and speak with me (or I will request to meet with you) if work remains unsubmitted after the last chance deadline. If you know that you will require an extension beyond the last chance deadline, please come and talk with me *as soon as possible.* We will try to figure out a solution that works best for everyone. In certain cases, documentation may be necessary. Please see https://www.artsci.utoronto.ca/current/academics/student-absences for more information on recognized documentation for missed term work.

The "reading quizzes" are brief checks meant to ensure that everyone is prepared for class. Because of this, it is essential that the quizzes are done before class; however, everyone gets **one 48-hour late pass** and may submit their quiz during this time frame without any penalty. No other late quizzes will be accepted.

Re-marking Policy
Requests for an assignment to be re-graded must be made within two weeks of the return of the assignment (please send the request via email). I will re-grade the assignment and the mark given upon the re-grade will be final (whether it is lower, higher, or the same as the original grade). Please make sure you have carefully reviewed your assignment, the feedback you received, and the marking rubric (if applicable) before submitting it for a re-grade (to ensure that you really do think it was graded inappropriately, and that you are not simply disappointed with the grade you received).

Grading Policy
Please note that all course marks are tentative until approved by the Department Chair and Dean's Office and recorded in the Office of the Faculty Registrar.
For more information on What Grades Mean at U of T, please see:
http://www.writing.utoronto.ca/advice/general/grading-policy

Email Policy
Please check the syllabus and the class materials posted on Quercus before

sending an email. You will find answers to most of your questions there. I am available to talk and answer questions after class, or you may use the link on the first page to book an appointment with me.

When sending email, **you must use your official utoronto email account**, otherwise your email may be marked as spam and never received! Please use a meaningful subject line and start it with PSY329 (e.g., "PSY329: class absence"). Use a proper greeting (e.g., "Hi Dr. Waggoner Denton") and sign with your name (no need to add your student number or anything else!). State your concern clearly and succinctly. If the issue is something that would be better discussed in person, please book a meeting with me instead.

I will typically respond to your email within 48-hours, but please note that I do not check email on the weekends (nor do I expect TAs or anyone else to).

Health & Safety
To keep each other and our community safe, this course will follow the U of T policy guidelines. Please be respectful of each other's choices and levels of comfort both during class and if meeting up for groupwork. If you need to miss a class due to illness or injury, please send me an email to let me know.

Plagiarism Detection
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).

Generative AI
Please note that the use of generative artificial intelligence tools and apps is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. **Students are encouraged to bring up any questions regarding generative AI use in this class to the instructor; as a class, we will discuss the potential perks and pitfalls of this potential use and make informed decisions together.** Please note that the use of generative AI in this course without receiving explicit permission from the instructor may be considered use of an unauthorized aid, which is a form of cheating.

Academic Resources and Accommodations

Students with Disabilities or Accommodation Requests
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) (www.accessibility.utoronto.ca) at the beginning of the academic year. 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 medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your coursework. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

PLEASE NOTE: Because I believe that accessibility is an issue that should be addressed broadly, not only for specific individuals with appropriate documentation, I have tried my best to design a flexible course where every learner's needs can be met. For example, no one needs to email me with their accommodation form in order to avoid late penalties if you miss a recommended due date. Simply use the automatic extension window that is available to anyone who needs it (the last chance deadline). Of course, if you have specific needs that have not been met by default in the design or format of the course, please let me know (either via your accommodation letter or by coming to speak with me – whatever is most comfortable for you).

Specific Medical or Personal 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.

Please note that the ACORN Absence Declaration Tool can be used once per academic term and is intended to be used in the following circumstances:
- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
- Bereavement (e.g., the death a student's immediate family member or close friend)

Religious Accommodation
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 backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling compulsory activities on religious holy days not captured

by statutory holidays. Further to University Policy, if you anticipate that your ability to complete some aspect of this course will be affected by a religious observance, please let me know as early as possible, so that we can work together to make alternate arrangements.

Writing: 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/ .

English Language Learners (ELL) Program:
http://www.artsci.utoronto.ca/current/advising/ell
ELL offers a range of programs/workshops/resources to assist all Arts & Science students who wish to improve their English language skills (including reading, listening, speaking, and writing). Please see their website for more information about these resources.

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 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 http://www.artsci.utoronto.ca/osai and http://academicintegrity.utoronto.ca/

Mental Health and Well-being
As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (https://studentlife.utoronto.ca/department/health-wellness/). If you are experiencing more acute distress, please visit: http://safety.utoronto.ca/. An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.
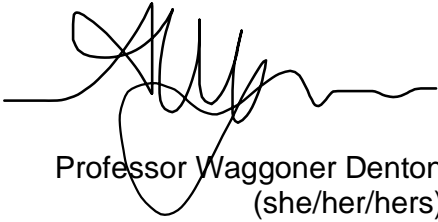

Looking for help, but not sure where to begin?
Navi can help!

Other Resources:
Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.studentlife.utoronto.ca/asc)

Never hesitate to reach out to me with any questions or concerns. I'm looking forward to a fantastic semester with you!

Professor Waggoner Denton
(she/her/hers)

Course Schedule

Date	Topic, Readings, & Preparation
First day of class Sept 8	**WELCOME TO THE COURSE!** **Introduction to the course & each other** READ: This syllabus!
Week 1 *Quiz due before class* Sept 13 & Sept 15	MODULE 1: Values, Practice, & The Culture of Psychological Science **Open Science** WATCH (transcript also available): https://www.apa.org/members/content/culture-science READ: Lee, S. (Feb 25, 2018). Sliced and diced: Here's how Cornell scientist Brian Wansink turned shoddy data into viral studies about how we eat. https://www.buzzfeednews.com/article/stephaniemlee/brian-wansink-cornell-p-hacking REVIEW: Nosek, B. et al. (2021). Replicability, robustness, and reproducibility in psychological science. *Annual Review of Psychology*. https://doi.org/10.31234/osf.io/ksfvq RECOMMENDED LISTENING (transcript also available): https://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis
Week 2 *Quiz due before class* Sept 20 & Sept 22	MODULE 1: Values, Practice, & The Culture of Psychological Science **Ethical Science** READ: Blum, B. (2018, June 7). The lifespan of a lie. *Medium.* https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62 Gelman, A. (2023, June 27). How academic fraudsters get away with it. *The Chronicle of Higher Education.* https://www.chronicle.com/article/how-academic-fraudsters-get-away-with-it? REVIEW: Canadian Psychological Association and the Psychology Foundation of Canada. (2018, May). *Psychology's Response to the Truth & Reconciliation Commission of Canada's Report.* https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf OPTIONAL (recommended for those interested in pursuing careers in academia):

	Jaremka, L. S, et al., (2020). Common academic experiences no one talks about: Repeated rejection, imposter syndrome, and burnout. *Perspectives on Psychological Science, 15*(3), 519-543. https://doi.org/10.1177%2F1745691619898848 Wilcox, G., & Schroeder, M. (2017). An Academic's Ethical Obligations for Self-care. *The Journal of Educational Thought*, *50*(2/3), 80-97. https://www.jstor.org/stable/10.2307/26372398
Week 3 *Quiz due before class* Sept 27 & Sept 29	MODULE 1: Values, Practice, & The Culture of Psychological Science **Anti-Racist Science & Advocacy** WATCH: Dr. Amanda Sullivan's talk: Developing & Advancing Anti-Racist Scholarly Practice (begins around the 4:54 mark): https://www.youtube.com/watch?v=d0diS_IMl2k READ: Gillborn, D., et al., (2018). QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics. *Race Ethnicity and Education, 21*(2), 158-179. https://doi.org/10.1080/13613324.2017.1377417 Nadal, K. L. (2017). "Let's Get in Formation": On becoming a Psychologist-Activist in the 21st century. *American Psychologist, 72*(9), 935-946. https://doi.org/10.1037/amp0000212 Recommended supplemental reading: https://www.apa.org/monitor/2022/07/advocating-transgender-nonbinary-youths
Week 4 *Quiz due before class* Oct 4 & Oct 6	MODULE 2: Observational Research **Discussion & Design of Observational Research Project** READ: Williams, E. (2015). Analyzing public disposal behaviour: Observational research. *SAGE Research Methods Cases.* https://dx.doi.org/10.4135/9781446273050145554894 REVIEW: Malik, N. M., & Lindahl, K. M. (2000). System for coding interactions in dyads (SCID): A coding system for couples' problem discussions. https://local.psy.miami.edu/media/college-of-arts-and-sciences/psychology/documents/faculty/publications/scid.pdf WATCH (transcript available): https://methods.sagepub.com/video/research-design-observational-and-correlational-studies
Week 5	MODULE 2: Observational Research **Data Collection & Analysis**

Oct 11 & Oct 13	READ: Fallon, M. (2018). Writing quantitative empirical manuscripts with rigor and flair (yes, it's possible). *Psi Chi Journal of Psychological Research, 23*(3), 184-198. https://doi.org/10.24839/2325-7342.JN23.3.184 REVIEW (see Quercus): Cohen's kappa handout Chi-square test of independence resources
Week 6 Oct 18 & Oct 20	MODULE 3: Archival Research **Databases and Data Visualization** READ: Lewis-Beck et al. (2004). Archival Research. In *The SAGE Encyclopedia of Social Science Research Methods*. https://dx.doi.org/10.4135/9781412950589 Otten, J. J., Cheng, K., & Drewnowski, A. (2015). Infographics and public policy: Using data visualization to convey complex information. *Health Affairs, 34*(11), 1901-1907. https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2015.0642
Week 7 *Quiz due before class* Oct 25 & Oct 27	***Note: Infographic sharing on Wednesday!*** MODULE 4: Survey Research **Discussion of Self-Report Measures & Introduction to Non-Profit Partner** READ: Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist, 54*, 93-105. Designing a survey handout (see Quercus) Review any resources provided by industry partner
Week 8 Nov 1 & Nov 3	MODULE 4: Survey Research **Survey Construction** Readings/research relevant to organization-partnered project
Week 9 Nov 8 & Nov 10	**FALL READING WEEK** (no class) *(Note: start thinking about your research proposal if you haven't already! I will be around if you want to chat!)*
Week 10 Nov 15 & Nov 17	MODULE 4: Survey Research **Finalizing Survey Project for Industry Partner** (Informal team presentations for discussion/feedback)
Week 11	MODULE 5: Experimental Research

Nov 22 & Nov 24	**Experiment Design & APA Style** READ: Goar, C. (2008). Experiments in black and white: power and privilege in experimental methodology. In T. Zuberi & E. Bonilla-Silva (Eds), *White Logic, White Methods: Racism & Methodology*. Rowman & Littlefield Publishers Inc. REVIEW (as needed): https://opentextbc.ca/researchmethods/chapter/experimental-design/ https://opentext.wsu.edu/carriecuttler/chapter/9-1-setting-up-a-factorial-experiment/ REVIEW (see Quercus): APA 7 Resources
Week 12 Nov 29 & Dec 1	MODULE 5: Experimental Research **Student Research Proposal Presentations** (presenters TBD)
Week 13 Dec 6	MODULE 5: Experimental Research **Student Research Proposal Presentations** (presenters TBD)