Department of Psychology
University of Toronto
Course Outline

PSY329H1Y – L0201
Social Psychology Laboratory
Fall 2023

Professor: Dr. Odilia Yim
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Office Hours: By appointment

Course Meeting Time: Tuesdays 11:00am – 2:00pm
Classroom: SS 560

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Calendar Course 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 first enrolment period.
   Prerequisite: PSY202H1/ ECO220Y1/ SOC252H1/ STA221H1/ PSY202H5/ STA221H5/ PSYC08H3/ STAB27H3/ STAC32H3, and PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1 **Exclusion:** PSY329H5/ PSYC71H3
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. <u>If you lack any prerequisites, you will be removed</u>. No waivers will be granted.

Intellectual Property Notice:
Dr. Odilia Yim holds the copyright in the works of all original materials used in this course, including this Course Outline. Please do not download, copy, or share any course or student materials. Students registered in this course can only use the materials for the purposes of this course. No other use by them or others is permitted, and there can be no sale or transfer or use of the work for any other purpose without the explicit written permission of Dr. Odilia Yim.

Course Synopsis

The objective of this course is to provide an introduction to conceptual and practical issues concerning research in social psychology. Students will receive hands-on experience preparing and executing various parts of a research project. Through activities, examples, and activities, students will develop theoretically-driven research questions and rationales, design studies to test their research questions, organize and analyze data, interpret results, and communicate research findings.

Course Objectives

- To develop effective research skills (e.g. reading thoughtfully and critically, conduct a thorough literature review, engage in appropriate citation practices)
- To apply scientific principles when conducting social psychological research and compare and contrast different types of research methods
- To reflect thoughtfully and critically on the researchers' role in ethically asking questions, developing a research methodology, and enacting effective methods
- To identify gaps and limitations in research and appropriately critique research findings
- To actively engage in research by undertaking key components in the research process:
  - To understand the importance of ethics at different points in the research process
  - To design a plan for conducting a novel research study
  - To learn to systematically organize, structure, and analyze the data
  - To learn to analyze and interpret data using appropriate conceptual frameworks
  - To convey complex ideas and research findings in oral, written, and visual formats

Text: There is no required textbook for this course. Readings and/or other course content will be placed on the Quercus course page throughout the semester.
Note about research methods: To be prepared for this course, you should already have basic knowledge of research methods and statistical analysis used to conduct social psychological research. It is recommended that you have a research methods textbook that you can refer to as needed.

Course Assignments and Evaluation

1.) TCPS2: CORE Tutorial + Quiz	5%
2.) Weekly Assignments	15%
3.) Research Project – Research Ethics Board Application	10%
4.) Research Project – Literature Review	10%
5.) Analysis Activity & Results Report	15%
6.) Research Project – Presentation	20%
7.) Research Project – Final Research Paper	25%

1.) Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (5%)

The online tutorial TCPS 2: CORE is an introduction to the 2nd edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology. All researchers must be familiar with the material in the TCPS 2: CORE Tutorial, knowledgeable of its contents, and present evidence of having successfully completed the tutorial by providing a copy of their Certificate of Completion in order to obtain ethics approval. The certificate of completion must be submitted online (in Quercus) by Week 3. Students will be quizzed on information related to TCPS2 in Week 4.

2.) Weekly Assignments (15%)

Students will be encouraged to be active participants in their own learning throughout the course. Therefore, students will have opportunities to engage in critical reflection about different research components discussed each class. Activities will be relevant to each week's topics and involvement in these activities will be critical to building your understanding of the various steps in the research process. Your participation in the course activities will also enable you to receive timely feedback, which will help you progress with the larger projects in this course.

Assignments will act as "check-ins" to ensure students are progressing with the course content appropriately and efficiently. They will be announced delivered through Quercus.

3.) Research Project – Research Ethics Board Application (10%)

In order to conduct research, researchers are required to obtain approval from the Research Ethics Board (REB). This is a complex process. The main goal of the REB application is for students to design a study which can test a research question while effectively outlining a research plan which considers all aspects of research ethics (i.e. research design options, sample size, data collection, etc.). Ethics approvals must be submitted on by Week 6.

4.) Research Project – Literature Review (10%)

The Literature Review can be considered an <u>abbreviated version</u> of the Final Research Report. The purpose of the Literature is to ensure students have a clear understanding of the research studies, background information, and contexts relevant to their research topic, concisely outlining what has been studied, argued, and established about the topic. It should be a discussion of the literature that is organized thematically, grouping related works together and discussing trends and developments rather than focusing on one item at a time (i.e. not an annotated bibliography). It evaluates previous and current research in regard to how relevant and/or useful it is and how it relates to your research topic.

The Literature Review will be approximately 5-6 double-spaced pages (1000-1250 words) and follow APA style. The Literature Review must be submitted online (in Quercus) in Word and PDF format by Week 8.

5.) Analysis Activity & Results Report (15%)

In several SPSS labs, students will be shown how to structure and analyze data, how to interpret the results, and how to communicate research findings. Using available data sets, students will independently conduct various analyses and summarize the findings in a Results Report. Data analysis files and Results Report must be submitted online (in Quercus) by Week 10.

6.) Research Project – Presentation (20%)

During the last two weeks of the semester, students will present their research to the class. Each student will share their proposed research question and expected research findings from their Research Project, engaging their peers in a critical discussion about their research. The Presentation must address all key aspects of the research process and communicate potential next steps for future research.

Students will be required to be present and actively participate in their peers' presentations as well in order to receive a mark. Due to the difficulty of rescheduling presentations, failure to be present for the presentation may result in a penalty. Signing up for a presentation time will be discussed in class. Presentation slides in PDF format must be submitted online (in Quercus) prior to the class in which the presentation takes place.

7.) Research Project – Final Research Paper (25%)

A Final Research Report must be at least 10 double-spaced pages in length (approximately 2500-3000 words). All written submissions must follow APA style and citation practices. The Final Research Report must include the following sections:
• Introduction
• Literature Review
• Methods
• Results
• Discussion
• Conclusion
The Final Research Report must be submitted online (in Quercus) in Word and PDF format by December 8th.

Quercus

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. Important announcements will be made here.

To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca.

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.

Use of E-Mail

Student communications via e-mail must be sent from a University of Toronto email account. Occasionally, important class announcements may be distributed via email to students' email accounts. Students are required to have a functional e-mail account which can receive these messages and to check for them regularly. Only emails with legitimate inquiries that are sent from University of Toronto accounts and containing "PSY329" in the subject line will receive a response. It is important to include the course code when sending emails as the instructor and TA may be administering multiple courses this semester.

Classroom Environment

In class, we will strive to create a positive climate of mutual respect in which we can work together as a community of learners and teachers. It is expected that students attend all classes for the full time period.

Arriving late, leaving early, failing to turn off or mute cell phones, and using laptops or other electronic devices for non-course-related purposes all show disrespect for the instructor and classmates. Full attention, diligent preparation, and active participation are all signs of respect and are key to successful learning. Please be careful to avoid remarks that may be offensive to others based on their race, class, gender, faith, age, ability, appearance, or sexual orientation.

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.

Submitting Work

Please ensure that name(s), student number(s), instructor's name, course code and title, and submission date are on the front page of any work submitted. Students are recommended to keep photocopies or electronic copies of all assignments.

Penalties for Lateness
All course assignments must be submitted as specified by the due date. Failure to do so will result in a late penalty of five points per calendar day, up to seven calendar days. After seven days, the work will no longer be accepted and a grade of "0" will be given.

Plagiarism Detection Tools
Normally, students will be required to submit their course assignments 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 assignments 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).

Students who wish to opt-out of using the University's plagiarism detection tool for assignments must notify the instructor no later than Tuesday, September 26, 2023. Upon receipt of notification, the instructor will request that the student provide all rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their works.

Re-marking Policy
Please consider carefully before contesting your grade for an assignment or test. Course instructors and Tas work very hard to mark course assignments and tests as fairly as possible. If you have concerns about how an assignment was graded, please see the "Term work Regrade" policy on Quercus. Per the policy, you must first meet with the TA who graded your term work. If after your meeting you still would like to have your term work re-graded, please submit the instructor regrade request form. If your request is granted, the instructor will then re-grade an item of term work once and re-grading may result in: an increase in grade, a decrease in grade, or no change in grade. Students have a maximum of two weeks from when the work was returned (or receive any term work grades) to make such a request to the instructor or TA regarding re-marking, review, or ask about grading.

Missed Test/Exam Policy

If you miss a test, you must contact the instructor as soon as possible (along with proof of the ACORN Absence Declaration) and no later than one week after the missed test date to request special consideration.

Students who miss a test for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and request special consideration must report their absence through the online absence declaration tool. The declaration tool is available on ACORN under the Profile and

Settings menu. Students can use a screenshot of the confirmation number from the declaration tool to accompany their request. <u>Effective September 2023, the University has updated the guidelines for declaring absences in ACORN. Students are limited to only one ACORN absence declaration per semester, per course.</u> Note that there are other forms of documentation other than ACORN (see Specific Medical Circumstances).

Specific Medical Circumstances
If you become ill and it affects your ability to do your academic work, please consult the instructor immediately. You will be asked 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. You can submit a different form (e.g., a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see http://www.illnessverification.utoronto.ca.

If an absence extends beyond 7 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. For more information on Absence Declaration Tool for Arts & Science students, please refer to 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.

If your request is approved the weight of the missed test will be redistributed equally between the Research Paper and the Final Exam (i.e., one-half of the weight of the missed midterm test will be redistributed to the final paper and the remaining half to the final assessment). There are no make-up tests.

Accommodations

Religious Observances
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. The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Students with Disabilities or Accommodation Requirements
Students with diverse learning styles and needs are welcome in this course. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. 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.

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, please 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 instructor, and importantly, connect you with other resources on campus for help with your situation.

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.

The knowing use of generative artificial intelligence tools, including but not limited to, ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an assignment, test, examination, or any other form of academic assessment, can be considered an academic offense. Students may not copy or paraphrase from any generative artificial intelligence applications and the use of generative artificial intelligence tools/apps is strictly prohibited, unless explicitly stated otherwise by the instructor. Any use of generative AI in this course will be considered use of an unauthorized aid, which is a form of plagiarism.

The penalties for academic misconduct are severe. If you are in any doubt as to whether something you are considering constitutes academic misconduct, please feel free to ask the instructor or your TA for advice on anything that you find unclear.

Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more info, please see http://academicintegrity.utoronto.ca and https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity.

Resources

Writing
As a University of Toronto student, 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.

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.

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. Here are some ways to access the many helpful resources available:

Student Life Programs and Services (http://www.studentlife.utoronto.ca/)
Academic Success Services (http://www.studentlife.utoronto.ca/asc)
Counselling and Psychological Services (http://www.studentlife.utoronto.ca/hwc)

PSY329 – Weekly Schedule

WEEK	DATE	TOPIC	ASSIGNMENT
1	Sep. 12	**Course Introduction, The Scientific Approach** Review course syllabus, assignments, expectations	
2	Sep. 19	**The Research Process** ❖ Guest presentation by PSY subject librarian	
3	Sep. 26	**Research Ethics** ➢ Consultations	**DUE**: TCPS 2: CORE – Tutorial Certificate
4	Oct. 3	**Research Designs and Methods** ➢ Consultations	❖ **TCPS 2: CORE Quiz**
5	Oct. 10	**Situating Research Question** ❖ Guest presentation by Writing Support ➢ Consultations	
6	Oct. 17	**Qualitative Methods** ➢ Consultations	**DUE**: Research Ethics Board Application
7	Oct. 24	**Surveys and Measurement** ➢ SPSS Lab	
8	Oct. 31	**Data Collection** ➢ SPSS Lab	**DUE**: Literature Review
9	Nov. 7	READING WEEK	
10	Nov. 14	**Data Analysis** ➢ SPSS Lab	**DUE**: Results Report
11	Nov. 21	**Scientific Communication** ➢ Consultations	
12	Nov. 28	**Presentations**	**DUE**: Peer Participation and Feedback
13	Dec. 5	**Presentations**	**DUE**: Peer Participation and Feedback **DUE**: Final Research Paper (Dec. 8th)