



# PSY329H1S L0201: Social Psychology Laboratory



Class meets **Wednesdays 10am-12pm** and **Fridays 10am-11am** in **SS 560**  
*\*Class meetings will be held on zoom for the month of January*

## Contact Information

**Instructor:** Dr. Ashley Waggoner Denton (she/her/hers)  
**Email:** [a.waggoner@utoronto.ca](mailto:a.waggoner@utoronto.ca)  
**Office Location:** SS 5016F or 6019  
I will be available after class every Wednesday for students wishing to chat or you can book an appointment (virtual or in-person, once possible) with me [here](#).

**Teaching Assistant:** Maxime Perron (he/his)  
**Email:** [maxime.perron@mail.utoronto.ca](mailto:maxime.perron@mail.utoronto.ca)  
**Office Location:** Rotman Research Institute at Baycrest  
Please email Maxime if you would like to book a meeting with him. He will also attend class meetings whenever possible.

## 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, registered replication reports

GOALS: To gain experience creating and collecting data using an observational coding system, working with collaborators, and 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, data management, data visualization

GOALS: To gain experience working with existing datasets and using statistical software to organize, recode, and summarize large amounts of information; to present complex data in an effective visual format.

TASK: Infographic Presentation

**MODULE 4:** Survey Design (Weeks 7-8)

TOPICS: Self-report measures, survey design

GOALS: To learn about survey design and work as a group to create an effective survey in collaboration with an industry partner (Advanis Public Opinion Research)

TASK: Survey Project Components & 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

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**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).

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**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 how the profession of psychology in Canada has failed to uphold its own code of ethics in its interaction with Indigenous Peoples in Canada

- Explain how self-care is an ethical issue

### **Course Assessments & Marking Scheme**

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

#### **Class Preparation (5%)**

- This is a small, highly interactive class which means it is essential for every student to be prepared for each class. In some cases, this will mean having completed the assigned readings and bringing in your thoughtful questions, insights, or points for discussion. In other cases, this will mean bringing in a tangible piece of work or project contribution. If it becomes apparent that you are ill-prepared for class on a regular basis, I will request to speak with you.

#### **Class Engagement: Listening, Participation, & Constructive Feedback (15%)**

- You will be assessed on your attendance, presence (e.g., listening attentively to classmates, not on your phone), communication (e.g., communicating respectfully to myself and other students), and responsibility (e.g., arriving on time, doing class activities as instructed).
- Class participation will be assessed based on the quality and quantity of your contributions. Questions that spark a class discussion or that help us clarify understanding can be significant contributions, too. In making this assessment, I am answering the question “how different would the class have been if that student would not have been present?”. Participation also includes small group activities/discussion, as I recognize not everyone may feel comfortable participating in larger group discussions (though I hope you will *all* feel comfortable as the semester progresses!).
- You will provide constructive feedback to your peers at numerous points throughout the semester, including on their survey contributions, archival research infographics, and most notably on their proposal presentations (where you will provide written feedback on every presentation).

#### **Reflection Paper: Values & Practice in Psychological Science (10%)**

RECOMMENDED DUE DATE: **Friday, February 4<sup>th</sup>, 2022**

*Last chance deadline: Friday, February 11<sup>th</sup>, 2022*

- 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:
  - What new things have you learned? How does this new knowledge interact with your existing knowledge?
  - What have we discussed that is most interesting to you? Most surprising?
  - How has your learning affected preconceptions or misconceptions you brought with you into class?
  - What thoughts, feelings, and judgements arose as you learned this material? How might these have impacted your learning?
  - How does your learning affect your view of the world?
  - 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 Research Reports & Reflections (15%)**

**RECOMMENDED DUE DATE: Friday, February 18<sup>th</sup>, 2022**

*Last chance deadline: Wednesday, March 9<sup>th</sup>, 2022*

- To facilitate our understanding of observational and correlational methods, we will work collaboratively as a class to design an observational coding system and study protocol that will attempt to replicate a previously established finding regarding a naturally occurring social behaviour.
- In pairs, students will run their own independent replications using the same class protocol. 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, March 2<sup>nd</sup>, 2022** (if you need to miss class, please still upload or email me a copy of your infographic)

- 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.

### **Survey Project Deliverables & Reflection (15%)**

Due to the nature of this project, different components of the project will be required on different dates and submitted in various ways (e.g., presented in class, submitted online). A final written summary of your project contributions, along with your reflection, will be submitted to Quercus at the conclusion of the project (final deadline TBD).

- Together as a class, we will work with an industry partner to design and implement a survey that addresses a social psychological question of interest. Working both independently and as a class we will decide on the purpose and nature of our survey, construct the survey items, determine the population of interest, and develop an analysis plan for the collected survey data.

### **Research Proposal Presentation (10%)**

Presentations will occur on **March 30<sup>th</sup>, April 1<sup>st</sup>, and April 6<sup>th</sup>**

- 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, April 9<sup>th</sup>, 2022**

*Last chance deadline: Friday, April 15<sup>th</sup>, 2022*

- As mentioned above, every student will develop and write up a proposal for a novel experiment 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 with your study title, your name, and three keywords.
  - 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 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

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## **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 may be affected by your absence.

Every 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.

### **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>

### **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 being absent from class or missing a major course activity due to a religious observance, please let me know as early as possible, so that we can work together to make alternate arrangements.

### **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 all public health and [U of T policy guidelines](#) regarding the ongoing pandemic. These policies are subject to change, but at this moment this includes:

**Mandatory masks:** A mask that fully covers your nose and chin must be worn at all times while inside our classroom. You may remove your mask to drink, but please do not eat inside our classroom. We will take at least one break during class, during which you may find a safe place to enjoy a snack if needed.

If you are exempt from the mask policy for any reason, please email me prior to our first in-person class meeting to let me know.

### Daily self-assessments and uploading your proof of vaccination to [UCheck](#)

If you are exhibiting any symptoms of COVID-19, *please stay home and do not attend class*. Let me know that you did not pass the self-assessment and we will figure out an alternative solution for you. *Please note that your class engagement grade will **never** be affected by an absence for health and safety reasons, even if prolonged.*

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## Academic Resources

**Accessibility Needs:** 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](http://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).

**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/](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 <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

**Mental Health:** Everyone feels stressed or anxious now and then – it's a normal part of university life. In the most recent National College Health Assessment (published in 2017), however, 64% of UofT students surveyed reported experiencing overwhelming anxiety in the past 12 months and 45% reported having felt so depressed it was hard to function. If you are ever experiencing anxiety, depression, or any other symptoms that are preventing you from completing your work and/or benefiting from your university experience, I encourage you to investigate U of T's various resources: <https://studentlife.utoronto.ca/department/health-wellness/>. If you are experiencing more acute distress, please visit: <http://safety.utoronto.ca/>.


**Other Resources**

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>)

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
Week 1  Jan 12 & Jan 14	<p><b>WELCOME TO THE COURSE!</b>  <b>Introduction to the course &amp; each other</b>            Complete welcome survey (link will be posted to Quercus)</p> <p><b>MODULE 1: Values, Practice, &amp; The Culture of Psychological Science</b>  <b>Open Science</b></p> <p>WATCH (transcript also available):  <a href="https://www.apa.org/members/content/culture-science">https://www.apa.org/members/content/culture-science</a></p> <p>READ:            Nosek, B. et al. (2021). Replicability, robustness, and reproducibility in psychological science. <i>Annual Review of Psychology</i>.  <a href="https://doi.org/10.31234/osf.io/ksfvq">https://doi.org/10.31234/osf.io/ksfvq</a></p> <p>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.  <a href="https://www.buzzfeednews.com/article/stephaniemlee/brian-wansink-cornell-p-hacking">https://www.buzzfeednews.com/article/stephaniemlee/brian-wansink-cornell-p-hacking</a></p> <p>LISTEN (transcript also available):  <a href="https://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis">https://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis</a></p>
Week 2  Jan 19 & Jan 21	<p><b>MODULE 1: Values, Practice, &amp; The Culture of Psychological Science</b>  <b>Anti-Racist Science</b></p> <p>READ:            Nadal, K. L. (2017). "Let's Get in Formation": On becoming a Psychologist-Activist in the 21<sup>st</sup> century. <i>American Psychologist</i>, 72(9), 935-946.  <a href="https://doi.org/10.1037/amp0000212">https://doi.org/10.1037/amp0000212</a></p> <p>Gillborn, D., et al., (2018). QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics. <i>Race Ethnicity and Education</i>, 21(2), 158-179. <a href="https://doi.org/10.1080/13613324.2017.1377417">https://doi.org/10.1080/13613324.2017.1377417</a></p> <p>WATCH:            Dr. Amanda Sullivan's talk: Developing &amp; Advancing Anti-Racist Scholarly Practice (begins around the 4:54 mark):  <a href="https://www.youtube.com/watch?v=d0diS_IMI2k">https://www.youtube.com/watch?v=d0diS_IMI2k</a></p>
Week 3  Jan 26 & Jan 28	<p><b>MODULE 1: Values, Practice, &amp; The Culture of Psychological Science</b>  <b>Ethical Science &amp; Self-Care</b></p> <p>READ:            Blum, B. (2018, June 7). The lifespan of a lie. Available:  <a href="https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62">https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62</a></p>

	<p>Canadian Psychological Association and the Psychology Foundation of Canada. (2018, May). Psychology's Response to the Truth &amp; Reconciliation Commission of Canada's Report.  <a href="https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FIN_AL.pdf">https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FIN_AL.pdf</a></p> <p>Wilcox, G., &amp; Schroeder, M. (2017). An Academic's Ethical Obligations for Self-care. <i>The Journal of Educational Thought</i>, 50(2/3), 80-97.  <a href="https://www.jstor.org/stable/10.2307/26372398">https://www.jstor.org/stable/10.2307/26372398</a></p> <p>OPTIONAL:  Jaremka, L. S, et al., (2020). Common academic experiences no one talks about: Repeated rejection, imposter syndrome, and burnout. <i>Perspectives on Psychological Science</i>, 15(3), 519-543.  <a href="https://doi.org/10.1177%2F1745691619898848">https://doi.org/10.1177%2F1745691619898848</a></p>
<p>Week 4</p> <p>Feb 2 &amp; Feb 4</p>	<p><b>MODULE 2: Observational Research</b>  <b>Discussion &amp; Design of Observational Research Replication</b></p> <p>READ:  Williams, E. (2015). Analyzing public disposal behaviour: Observational research. <i>SAGE Research Methods Cases</i>.  <a href="https://dx.doi.org/10.4135/978144627305014554894">https://dx.doi.org/10.4135/978144627305014554894</a></p> <p>Malik, N. M., &amp; Lindahl, K. M. (2000). System for coding interactions in dyads (SCID): A coding system for couples' problem discussions.  <a href="https://local.psy.miami.edu/media/college-of-arts-and-sciences/psychology/documents/faculty/publications/scid.pdf">https://local.psy.miami.edu/media/college-of-arts-and-sciences/psychology/documents/faculty/publications/scid.pdf</a></p> <p>WATCH (transcript available):  <a href="https://methods.sagepub.com/video/research-design-observational-and-correlational-studies">https://methods.sagepub.com/video/research-design-observational-and-correlational-studies</a></p>
<p>Week 5</p> <p>Feb 9 &amp; Feb 11</p>	<p><b>MODULE 2: Observational Research</b>  <b>Data Collection &amp; Analysis</b></p> <p>REVIEW (see Quercus):  Cohen's kappa handout  Chi-square test of independence resources</p> <p>READ:  Fallon, M. (2018). Writing quantitative empirical manuscripts with rigor and flair (yes, it's possible). <i>Psi Chi Journal of Psychological Research</i>, 23(3), 184-198.  <a href="https://doi.org/10.24839/2325-7342.JN23.3.184">https://doi.org/10.24839/2325-7342.JN23.3.184</a></p>
<p>Week 6</p> <p>Feb 16 &amp;</p>	<p><b>MODULE 3: Archival Research</b>  <b>Databases, Data Management, and Data Visualization</b></p> <p>READ:  Lewis-Beck et al. (2004). Archival Research. In <i>The SAGE Encyclopedia of Social Science Research Methods</i>. <a href="https://dx.doi.org/10.4135/9781412950589">https://dx.doi.org/10.4135/9781412950589</a></p>

Feb 18	<p>Harker, L., &amp; Keltner, D. (2001). Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. <i>Journal of Personality and Social Psychology</i>, 80(1), 112–124. <a href="https://doi.org/10.1037/0022-3514.80.1.112">https://doi.org/10.1037/0022-3514.80.1.112</a></p> <p>Otten, J. J., Cheng, K., &amp; Drewnowski, A. (2015). Infographics and public policy: Using data visualization to convey complex information. <i>Health Affairs</i>, 34(11), 1901-1907. <a href="https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2015.0642">https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2015.0642</a></p>
Week 7	<b>READING WEEK (no class)</b>
Week 8  Mar 2 & Mar 4	<p><b>MODULE 4: Survey Research</b>  <b>Discussion of Self-Report Measures &amp; Introduction to Industry Partner</b></p> <p>READ:            Schwarz, N. (1999). Self-reports: How the questions shape the answers. <i>American Psychologist</i>, 54, 93-105.</p> <p>Designing a survey handout</p>
Week 9  Mar 9 & Mar 11	<p><b>MODULE 4: Survey Research</b>  <b>Survey Construction, Piloting, and Scale Validation</b></p> <p>READ:            Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quiñonez, H. R., &amp; Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: a primer. <i>Frontiers in Public Health</i>, 6, 149. <a href="https://doi.org/10.3389/fpubh.2018.00149">https://doi.org/10.3389/fpubh.2018.00149</a></p> <p>REVIEW (see Quercus):            Cronbach's alpha handout</p>
Week 10  Mar 16 & Mar 18	<p><b>MODULE 5: Experimental Research</b>  <b>Experiment Design &amp; APA Style</b></p> <p>READ:            Goar, C. (2008). Experiments in black and white: power and privilege in experimental methodology. In T. Zuberi &amp; E. Bonilla-Silva (Eds), <i>White Logic, White Methods: Racism &amp; Methodology</i>. Rowman &amp; Littlefield Publishers Inc.</p> <p>REVIEW (as needed):  <a href="https://opentextbc.ca/researchmethods/chapter/experimental-design/">https://opentextbc.ca/researchmethods/chapter/experimental-design/</a>  <a href="https://opentext.wsu.edu/carricutler/chapter/9-1-setting-up-a-factorial-experiment/">https://opentext.wsu.edu/carricutler/chapter/9-1-setting-up-a-factorial-experiment/</a></p> <p>REVIEW (see Quercus):            APA 7 Resources</p>

Week 11 Mar 23 & Mar 25	<b>MODULE 5: Experimental Research</b> <b>Research Proposal Idea Blitz/Workshop</b>
Week 12 Mar 30 & April 1	<b>MODULE 5: Experimental Research</b> <b>Student Research Proposal Presentations</b>
Week 13 April 6	<b>MODULE 5: Experimental Research</b> <b>Student Research Proposal Presentations</b>  Note: <i>Wednesday</i> is the last day of class; proposals due on <i>Friday</i>