

PSY329H1 S

Social Psychology Laboratory

Winter 2024 Syllabus

Course Meetings

PSY329H1 S

| Section | Day & Time | Delivery Mode & Location |
|---------|------------------------------|--------------------------|
| LEC0201 | Thursday, 11:00 AM - 2:00 PM | In Person: SS 560 |

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

Course Contacts

Instructor: Poppy Lockwood

Email: penelope.lockwood@utoronto.ca

Office Hours and Location: I will be available to meet after class most weeks, and by appointment.

Additional Notes: Please allow 24-48 hours for email response during regular business hours. Please include the course code in the subject line of the email.

Teaching Assistant: Kaitlin Derbyshire

Email: k.derbyshire@mail.utoronto.ca

Office Hours and Location: By appointment

Course Overview

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.

This course will focus on how to conduct social psychology research. We will discuss how to develop social psychology research questions, design studies to answer those questions, collect data, and communicate findings.

Course Learning Outcomes

This course is intended to help you:

- Acquire knowledge about the considerations and challenges associated with social psychology research, including ethical issues specific to the field
- Develop skills needed to conduct social psychology research using a variety of methodologies
- Communicate effectively about your research in both written and oral formats

- Become a more critical "consumer" of social psychology research

Prerequisites:

PSY202H1/ECO220Y1/SOC252H1/STA221H1/PSY202H5/STA221H5/PSYC08H3/STAB27H3/STAC32H3, and PSY220H1/PSY220H5/PSYB10H3/SOC213H1

Corequisites: None

Exclusions: PSY329H5/PSYC71H3

Recommended Preparation: PSY203H1

Credit Value: 0.5

Course Materials

Textbook: Cozby, P. C., Mar, R.A., & Rawn, C.D. (2020). *Methods in Behavioural Research, Third Canadian Edition*. McGraw-Hill.

Marking Scheme

| Assessment | Percent | Details | Due Date |
|---|---------|---|------------------|
| Participation | 10% | Students are expected to attend all classes and participate in class discussion. Students will be assessed on both the frequency and quality of participation. Participation is especially important during the final three weeks when students provide feedback to their peers during in-class proposal presentations. | No Specific Date |
| Weekly assignments/presentations | 10% | Students will complete weekly assignments demonstrating various aspects of research methodology (e.g., scale design). | No Specific Date |
| Term Test 1 | 20% | In-class test. Students are responsible for material covered in lectures, weekly assignments, class discussions/presentations, and assigned readings. | 2024-02-15 |

| Assessment | Percent | Details | Due Date |
|------------------------------|----------------|---|------------------|
| Term Test 2 | 20% | In-class test. Students are responsible for material covered in lectures, weekly assignments, class discussions/presentations, and assigned readings. | 2024-04-04 |
| Proposal Outline | 5% | Students will submit a one-page (double-spaced) outline of the research question and design for their research proposal. Outlines should include information regarding the research question, participants, and proposed methodology. An in-depth literature review is not required at this time, although it is expected that students have been conducting background research on their proposed topic. | 2024-02-01 |
| Proposal Presentation | 10% | Students will each make a 15 minute presentation to the class regarding their research proposal. Presentations should be professional talks using a program such as PowerPoint. Each presentation will be followed by 10 minutes of class discussion and feedback. | No Specific Date |

| Assessment | Percent | Details | Due Date |
|-------------------|---------|--|------------|
| Research Proposal | 25% | Students will develop and idea for a novel study on a topic in social psychology. You may wish to base your research question on a puzzling or surprising phenomenon that you have observed in the media or in your own life. Your proposal should include an abstract; an introduction in which you present your research question and discuss how your proposed study will build upon existing research in the area; a method section; predicted results (preferably with tables or figures); and a brief discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future directions. The research proposal should be in formal APA style. Research proposals should be no more than 8 pages of text (excluding abstract, references, and title page) in 12-point font, double-spaced, with 1 inch margins. | 2024-03-28 |

Late Assessment Submissions Policy

A penalty of 5% of the total mark for the assignment will be applied per day (including weekends and holidays).

Course Schedule

| Week | Description |
|------------|------------------------------------|
| Week 1 | Introduction; Ethics; Open Science |
| January 11 | Reading: Chapters 1, 3 |

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| Week 2 January 18 | Variables and Validity Reading: Chapters 2, 4 |
| Week 3 January 25 | Reliability; Scale Construction Reading: Chapters 5, 14 |
| Week 4 February 1 | Observation and Survey Research Reading: Chapters 6, 7 Proposal Outlines Due |
| Week 5 February 8 | No class |
| Week 6 February 15 | Test 1 (includes all in-class lectures/discussion, and Chapters 1-7, 14 in textbook) Experiments Reading: Chapters 8, 9 |
| Week 7 February 29 | Experiments Reading: Chapters 10-11 |
| Week 8 March 7 | Quasi-experiments and correlational research Reading: Chapter 12; Appendices A, D (N.B. You are responsible for material from these appendices for Test 2) |
| Week 9 March 14 | Presentations (6) |
| Week 10 March 21 | Presentations (5) |
| Week 11 March 28 | Presentations (4) Research Proposals Due |
| Week 12 April 4 | Test 2 (includes all in-class lectures/discussions, and Chapters 8-12, Appendices A, D) |

Policies & Statements

Students with Disabilities or Accommodation Requirements

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

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).

Specific Medical Circumstances

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

Accommodation for Personal Reasons

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

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.

Late/Missed Assignments

Weekly assignments are due during class time and will not be accepted late. For late proposal outlines and research proposals, 5% will be deducted off the paper grade for **each day** a paper is late, including weekend days.

Missed Tests

If students miss a test, their test grade will be based entirely on the other test; there will be no "make-up" tests (except in the exceptional situation where students miss both tests). Students have up to a maximum of one week from missing the test to contact the instructor and provide acceptable documentation.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This may include posting materials required to complete class activities and course assignments, as well as sharing important announcements and updates. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>.

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.

Online Communication

To contact your instructor or TA, please use your mail.utoronto.ca account and include PSY329 in the subject heading. It may take up to 2 business days for us to respond.

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Privacy/FIPPA Statement

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

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 (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). 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.

Course Materials, including lecture notes

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

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.

Additional Content

Use of Generative AI

The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the [Code of Behavior on Academic Matters](#).

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to office hours, where we'll be happy to help!

Grade Disputes: You must wait for at least 48 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 14 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.