Laboratory in Social Psychology (PSCH 313)
University of Illinois at Chicago
Fall 2006 Tu/Th 2:00 – 3:50 BSB Room 2057

Professor:	Prof. Bette L. Bottoms	**e-mail:**	bbottoms@uic.edu
Office:	1046B BSB	**Phone:**	312-413-2635
Office hours:	4:00 – 5:00 Tuesdays and by appointment		

Teaching Assistant: Ms. Tisha R. A. Wiley <twiley1@uic.edu>, office: 1049 BSB

Prerequisites: MUST have PSCH 100 (Intro to Psychology), PSCH 242 (Research in Psych), PSCH 343 (Statistics in Psych), & PSCH 312 (Social Psych -- concurrent enrollment is OK).

GOALS AND OBJECTIVES

Welcome to the Laboratory in Social Psychology! Although the objective of many courses is to introduce you to *what* psychologists have learned, the objective of this course is to expose you to *how* psychologists learn about personality and social behavior. The assignments, projects, readings, lectures, and discussion topics are all aimed at deepening your understanding of the research process and how this process can inform our understanding of human nature. In other words, you are going to learn how to become a researcher! You're going to do several research studies by the end of the semester, including a final project you can really call your own. Knowing how to do research yourself will also help you be a better consumer of others' research. You will learn a lot of skills in this course – how to come up with a good research idea and turn that idea into a scientifically testable hypothesis, how to design a study to test your hypothesis, how to collect and enter data, how to analyze that data, how to write a clear, succinct report of your research, how to present your research orally, etc. You will learn to think like a researcher – to think critically and smartly. And you will have fun learning about research in a laboratory atmosphere very much like the atmosphere found in many psychology laboratories such as your professor's. This will all prepare you well for experiences such as graduate school, but also for many different jobs where you must work with data.

Because this is a lab course, there will be relatively few traditional lectures; that is, very few classes will be devoted to the simple presentation of material by your professor in lecture format. Instead, class time will mainly be devoted to (a) demonstrations, (b) discussions, (c) mini-lectures, (d) planning projects, (e) data collection, (f) data entry, (g) data analysis using SPSS software, and (h) students' PowerPoint presentations of research projects. You'll see from the syllabus that the last month of class will be almost completely devoted to your final projects (designing them, running them, and analyzing the data). You will also have some readings: (a) from the two texts, (b) from papers that will be posted to the course Blackboard site, and (c) from your own literature search needed for designing and writing up your studies.

READINGS

Your readings are a mix of substantive works and reference works that will help you do your research and writing in this class and beyond. The readings are listed below. You must complete them independently during the first 6 weeks of class. See the syllabus for a list of when these readings are due – don't get behind, and don't skip the readings. If you do, it will show in your work.

Other reference works and handouts will be posted on the Blackboard site to assist you throughout the semester. Be sure to check the Blackboard site often so you do not miss anything.

The two required paperbacks are in the UIC bookstore, but they can also be purchased at a discount (used) from various on-line sites. The 3 articles below are on the Blackboard site for you to download.

1. Kirkpatrick, L. A., & Feeney, B. C. (2006). *A simple guide to SPSS for Windows (versions 12 and 13)*. Belmont, CA: Wadsworth.

2. *Publication Manual of the American Psychological Association* (5th Ed.). (2001). Washington, DC: American Psychological Association.

3. Bottoms, B. L., Nysse-Carris, K. L., Harris, T., & Tyda, K. (2003). Jurors' perceptions of adolescent sexual assault victims who have intellectual disabilities. *Law and Human Behavior, 27,* 205-227. [posted on Blackboard]

4. McKenna, R. (1995). Chapter 2: Observational research on campus: (pp. 17 - 31). In *The undergraduate researcher's handbook: Creative experimentation in social psychology.* Boston: Allyn and Bacon. [posted on Blackboard]

5. McKenna, R. (1995). Chapter 12: Noninterventionist research off campus: Finding answers in the real world (pp. 207 - 225). In *The undergraduate researcher's handbook: Creative experimentation in social psychology.* Boston: Allyn and Bacon. [posted on Blackboard]

REQUIREMENTS AND ASSIGNMENTS

Grading will be determined by the quality of your research projects and the effort that you devote to them.

A General Note about Research Participation: By enrolling in the course, you are agreeing to conduct your own research and to participate in research conducted by other members of the class, as well as research demonstrations conducted by the instructor and TA. Research participation, in other words, is a part of the normal educational practices in this class, and not a part of formal research that will generate data that will be presented or published or otherwise generalized.

I. Class Participation (13%). To a greater extent than most other classes, this course requires you to be an active participant; therefore, regular attendance is crucial. In addition, we will run studies and demonstrations in class, so it is also important that you show up for class *on time* and that you contribute your part of data for projects *on time.* Further, when you are in class, you will be expected to contribute meaningfully to class discussions. In terms of grading, participation and attendance will make up 13% of your final grade (participation will be graded A – F). If you miss class: For each of the first three unexcused absences, you will lose 1% (from the 13%). For more than 3 unexcused absences, you will lose at least 10% (from the 13%), which equals one letter grade for the class. You will also loose participation points for doing stuff like surfing the internet or reading email during class (see class expectations under "Misc" below). Actually, you'll just be asked to leave.

II. Worksheet Describing the Bottoms et al. study (2%). You'll need to read the Bottoms et al. study and complete a worksheet that helps you pull out the most important aspects of the research. This prepares you for the replication/extension study. This is **due Sept. 7.**

III. Research projects: In addition to one or more in-class studies that we will do together as demonstrations, you will complete these 4 major research projects. See Course Schedule for due dates of associated written and oral presentations of these projects.

a. Replication/ Extension Study (25%). The first project will be an experiment on a topic suggested by the professor but designed together in the classroom. Specifically, it will be an extension of the research investigating jurors' perceptions of child witnesses that you will read about (the Bottoms et al., 2003 article that is assigned). You will gather the data outside of class from a few of your friends or family members, then we will work together to enter and analyze the experiment data. You will work in groups of 3 to 4 people, but each person will independently write a separate APA-style paper describing the experiment (7 to 10 pages of text, not including title page, references, tables, and/or appendices). Two drafts of this paper will be required: (1) an initial draft, **due on Sept. 26**, which will be edited and handed back to you within one week, and (2) a final version **due on Oct. 10**.

b. Survey Design Exercise. Together in class one day, we will design a survey to measure something related to satisfaction (e.g., worker satisfaction or client satisfaction) in an organization (a company or social service agency). There will be no resulting paper, presentation, or grade. This is an exercise to teach you a skill commonly needed in various workplaces.

c. Unobtrusive Observational Study (25%). The third research project will involve the analysis of data that you collect through unobtrusive observation. With the professor and TA's help, and the help of the 2 useful chapters by McKenna (1995), you will think up, design, conduct, and analyze this study, in groups of 3 to 4 students. Each group will propose its idea (by completing the proposal form in the McKenna chapter), conduct the study, then give a 15- to 20-minute oral presentation of the project using PowerPoint in class. This presentation will be graded. Each member of the group will receive the same grade based on the presentation, so group members should work together to ensure that the presentation is as professional as possible. You will not have to write a long APA-style paper for this project; instead, you will hand in your PowerPoint slides along with the notes from your talk (written on the slides at the bottom), and you will give

us a 1-page report summarizing your role in it on. The talks will be given (and the copy of the presentation and 1-page report) will be **due Oct. 31.**

d. Final Project (35%). The final project will also be completed in groups of 3-4 people. It will be more independent than the first 3 projects, but your professor and TA will still help you get started. For this project, you will think up, design, propose, conduct, and analyze a study of your own. You will choose the topic under study. You may choose to pursue (a) something you were curious about based on your other projects, (b) an extension of published research, or (c) a neat idea of your own creation. (Keep in mind that your idea must be rooted in some existing social psychological theory.) It can be an experiment, an archival study, a survey, or an observational study. Note: Please keep a "research ideas journal" starting on the first day of the class, and jot down all thoughts related to possible studies. By the time this project rolls around, you will probably already have several ideas!

Your participants will be other class members, and perhaps other people from around the university if necessary. The first subjects you run should be other class participants. It takes a few subjects at first to work out the kinks and determine if the study is going the way it should. These are called "pilot subjects." If all goes exactly right, then you can keep these data for "real." But usually you will find that something, even little, about your procedure or materials needs tweaking. Then you toss out those subjects and revise your procedure, and run it again. Also, note that if your classmate is not naïve to your research idea, then you can still run them, but you must count this only as pilot data.

Each group must write a brief (2-page) project proposal, accompanied by a consent form. This is due by **Nov. 9**. Data collection cannot begin before this is approved by the professor or TA.

During the last week of class **(Dec. 7),** each group will give a 15- to 20-minute PowerPoint presentation of the research, which will be graded. (Hand in a copy of the slides with your talk notes at the bottom.) You may also hand in a brief report of your role in the project if you like.

Also, each team member will independently write and turn-in a final APA-style paper describing the study. You may see the TA or professor for comments on a preliminary draft, if you do so before the last day of class. The final paper is due **Dec. 11** (first day of exam week). This paper must be the team member's individual work – do not work on the paper as a team. Of course, much of the paper will have been planned as you construct your powerpoint presentation with your partners. However, do not get lulled into thinking that your powerpoint presentation notes constitute a paper. The paper will look a LOT different. This final paper must be really, really good, because it will be graded with higher standards than anything you have produced thus far. It must take the form of the very first paper you wrote (the replication/extension study), but it must be better. You will have learned a lot since you wrote that first paper, so we'll expect far more from you in the final paper, in terms of content first and foremost, but also in terms of style. This paper is the culmination of all that you have learned in this class, so we expect you all to shine!

Grading

15% Attendance, participation, and sincere effort
2% Worksheet describing the Bottoms et al. study
5% First paper draft (replication and extension study)
20% First paper (replication and extension study)
25% Observational study project (proposal sheet from McKenna chapter, final presentation)
10% Final project presentation
25% Final project paper
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100%

Grading will be according to a 100-percentage scale: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = Failure. (Normal mathematical rounding rules apply: e.g., 89.4 = 89; 89.5 = 90.) You will always know exactly where you stand because there is no "curve."

Note: Don't fear the group grading – your professor expects everyone to do well and there will be plenty of opportunity for you to illustrate your own work as well as your ability to work effectively in group situations. It is actually quite easy for the professor and teaching assistant to see the relative amounts of work done by various group members, so if someone is not pulling his or her weight in your group, we will notice and grade accordingly if necessary.

Miscellaneous

1. To be fair to all students, there are no exceptions to any policies except as noted in this syllabus, so read this syllabus and all assignments and readings carefully. Importantly, ***no late work will be accepted*** – not at all, not even for partial credit. The only exception is if you unfortunately experience a documented personal emergency (e.g., serious personal illness or family death). If you do, e-mail or phone Professor Bottoms *immediately*. She will work with you to help you complete your assignments. Otherwise, no "incompletes" will be given, and late work (e.g., papers) will not be accepted. Papers will be accepted early.
2. Students who miss classes are still responsible for all notes, announcements, and handouts for that class. If you miss a class, you should get the notes from another student. The professor reserves the right to give unannounced extra credit for in-class assignments or unannounced quizzes. There are no makeups for missing these opportunities or for missing class demonstrations, projects, etc. that occur during class time.
3. In fairness to the vast majority of students who take their college career seriously, no form of cheating will be tolerated. If you cheat on any assignment in this class you will fail the entire class and judicial charges will be filed. Cheating includes, but is not limited to, any form of plagiarism, which includes taking others' ideas and claiming them as your own, copying the words or ideas of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in work you have handed in for another class, handing in papers you've gotten from the internet or other students, etc. Cheating also includes misrepresenting the amount or type of work you have done on a project, making up data instead of collecting it scientifically, etc.
4. Asking questions during class is always welcomed! But, although it may seem absurd to have to say this for a university course, talking to other students during lecture disrupts the classroom, bothers other students, and distracts the professor. Other disruptive behaviors include coming to class late, leaving class early, eating or drinking in class (not allowed in our computer classroom), using your cell phone in any way (turn it completely off), using the internet in any way that is not linked to the lecture (including checking your email or looking at My Space listings, etc.). So, please be respectful, and understand that anyone who disrupts the classroom in these or other ways will be asked to leave the classroom and dropped from the course.
5. Your professor is happy to accommodate disabilities. In keeping with university policy, students who need accommodations for access and participation in this course must register with the Office of Disability Services: 312-413-2103 (voice) or 312-413-0123 (TTY). See the professor right away to discuss.
6. If you have any problems or concerns throughout the class, Professor Bottoms and Tisha Wiley are here to help you. Please come see us, before it's too late at the end of the semester. We will work with you closely during class, and we will be available if you need us during office hours (or by appointment if you have another class during our office hours). We care about teaching, and we care about you. But, please remember that we have many other job obligations, so as much as we'd genuinely like to help, it's just impossible for us to accommodate you on very short notice (like the day before a paper is due).

Tentative Schedule
(Readings should be done *before* the first day of the week listed. Due dates are bolded.)

Week 1 – Aug. 29, 31	-- Intro to course and professor's/TA's/former students' research. -- Research methods review. -- Brief in-class experiment. *READINGS:* *1. Kirkpatrick & Feeney (2006). Chapters 1-8, 11, 13, 14, Apx. A, B [very short chapters -- read them in the first two weeks.]* *2. APA Manual: Introduction, Ch. 1, proofreading marks on p. 337-338*
Week 2 – Sept. 5, 7	-- Brief in-class experiment, cont'd. -- Tutorials on SPSS, PowerPoint, APA Style -- Intro to First Project (Replication/Extension Study): Research on juror decision making. Discussion of Bottoms et al. (2003) paper starts on Sept. 7. **Worksheet on this article due on Sept. 7.** -- First Project design and data collection. *READINGS:* *1. Bottoms et al. (2004) article [As you read, think of related research ideas.]* *2. APA Manual: Ch. 2 [very important]*
Week 3 – Sept. 12, 14	-- First Project data collection, data entry, and analysis. *READING:* *1. APA Manual: Ch. 3 [just skim this chapter for relevant parts and to gain an understanding of where to look in the future for specific issues]*
Week 4 – Sept. 19, 21	-- Continuing work on First Project. -- Research ethics: Discussion of UIC IRB forms and consent procedures and documents. *READINGS:* *1. APA Manual: Chs. 4, 5, 8: pp. 348-355, & Apx. C [just skim these chapters for relevant parts and to gain an understanding of where to look in the future for specific issues.] Note the usefulness of the sample paper on pp. 306-320.*
Week 5 – Sept. 26, 28	-- Continuing work on First Project and ethics discussion, if necessary. -- Survey Design: In-class discussion of surveys. **First Project report -- first draft due Sept. 26**
Week 6 – Oct. 3, 5	-- Intro to unobtrusive observational research, discussion of McKenna chapters. -- Plan observational research projects. *READING:* *1. Chapters 2 & 12 from McKenna [As you read, jot down research ideas that build on those discussed in the chapter.]*
Week 7 – Oct. 10, 12	-- Plan and conduct observational research projects. **-- First Project report – final paper due Oct. 10**
Week 8 – Oct. 17, 19	-- Analyze observational project data. Prepare presentations.
Week 9 – Oct. 24, 26	-- Analyze observational project data. Prepare presentations. -- Begin thinking of ideas for Final Project: Hand in a list of general topics you would like to study.
Week 10 – Oct 31, Nov. 2	**-- Observational research group presentations: Oct. 31 (hand in printed PowerPoint presentation & report of your role in project)** -- Final Project Preparation: Groups meet with each other and Instructor & TA to pick topic & begin to plan the research design. Come to class with potential research ideas.

Week 11 – Nov. 7, 9	-- Continue designing Final Project, begin data collection (after project approval). **-- Project proposal with consent form due by 11/9.**
Week 12 – Nov. 14, 16	-- Continue data collection for Final Project. -- Code, enter, and analyze final project data.
Week 13 – Nov. 21 *11/23 = THANKSGIVING*	-- Code, enter, and analyze final project data
Week 14 – Nov. 28, 30	-- Prepare final project presentation and paper.
Week 15 – Dec. 5, 7	**-- Oral presentations of Final Projects.**
Week 16 – Dec. 11 *(Exam Week)*	**-- Final project paper due Monday, Dec. 11.** [Must be submitted electronically *and* as a complete hard copy.]