**Psychology 313 Spring 2017 Syllabus**

**Laboratory in Social Psychology**

Tue & Thu 9:30am—11:20am Room: BSB 2019

CRNs: 26231, 27519 (3 Credits)

**Teaching Team**

**Professor:** Dr. Matt Motyl

Email: motyl@uic.edu

Office Hours: Wednesdays 1:00pm—2:00pm, & by appointment

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**Teaching Assistant:** JP Prims

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Office Hours: Tuesdays 1:00-3:00pm, & by appointment

Office: BSB 3040

# Course Description, Goals, and Objectives

The objective of this course is for you to learn social psychological research by *doing* social psychological research. You will experience *how* psychologists learn about personality and social behavior.  The course is aimed at deepening your understanding of the research process, and how this process informs our understanding of psychological and social processes.  By the end of the semester you will have learned how to conduct different types of empirical studies in social-personality psychology.  In addition, you will be better equipped to critically evaluate the work of other researchers. Class time will be devoted to (a) demonstrations, (b) discussions, (c) lectures, (d) planning projects, (e) data collection, (f) entering and analyzing data using SPSS software, and (g) brief Microsoft PowerPoint presentations of research projects by students.

# Prerequisites

You should already have credit for PSCH 100 (Introduction to Psychology), PSCH 242 (Introduction to Research in Psychology), and PSCH 343 (Statistical Methods in Psychological Science). In addition, you should have credit for or be concurrently enrolled in PSCH 312 (Social Psychology). **If you do not have these prerequisites, you will be dropped from the course.**

# Course Blackboard Site

# Go to: uic.blackboard.com

# Login

# 3. In My Courses select PSCH 313 Laboratory in Social Psychology 2017 Spring

# You will be required to use Blackboard in order to participate fully in this course. It is your responsibility to ensure that you can access the course Blackboard site. You are also responsible for keeping yourself updated on all messages and other information posted on the Blackboard site throughout this term. Please inform a member of the teaching team if you are having trouble accessing this site at any point throughout the semester.

# Course Materials

# Recommended: *Publication Manual of the American Psychological Association* (6th Ed.). (2009). Washington, DC: American Psychological Association.

**Recommended:**Any basic SPSS reference book.

**Recommended:**Any undergraduate social psychology textbook. (Dr. Motyl highly recommends *The Social Animal* by Elliot Aronson.)

# Required or Recommended (TBA): Occasional readings posted on Blackboard.

# Course Etiquette

**Class Attendance and Participation.** Attendance and participation in class are required and will be factored into the grades you receive for each of your course assignments. To a greater extent than most other classes, this course requires you to be an active participant. Therefore to a greater extent than other classes, regular attendance and participation are crucial.

You will be working with other students on the projects. It is unfair to your fellow collaborators if you miss class or spend class time surfing the Internet, reading email, using your cell phone, or engaging in other blatantly non-course-related activity. If this sort of behavior occurs repeatedly, you (but not your collaborators) will **lose points on the assignments and/or you will be asked to leave the class**.

# Course Requirements

**Submit all written work via Blackboard.**

**Measurement Project.** The first project will deal with one of the most important concepts/issues in psychological research—measurement.

* ***Researching.*** You and a partner will develop and examine the validity of a psychological measure.
	+ You will pick a social/personality construct to measure.
	+ You will develop a 10-20 item scale to measure your chosen construct.
	+ You will collect data from at least 20 people for your measure, along with 2-3 other existing (published) measures.
	+ You will run several analyses to evaluate the psychometric properties of your scale.
* ***Writing.*** You and your partner will **independently** write a separate APA-style paper (5-10 pages of text) describing the construct, your survey methodology, results, and discussion. You will write a first draft and a final draft, each draft will be graded.

**Group Archival/Observational Study.** The second research project will involve observational research methods or the analysis of archival data.

* ***Researching.***This study will be designed and carried out by groups of 4 to 5 students.
* ***Presenting.*** Group presentations, using PowerPoint, will be given in class.  These 10 to 15 minute presentations will be graded, so group members should work together to ensure that the presentation is as professional as possible.
* ***Writing.*** In addition, each of you will be expected to **independently** write and turn in a separate APA-style paper (5-10 pages of text) describing the study. You will write a first draft and a final draft, each draft will be graded.

**Final Project.** The third research project will build on the skills you developed during projects 1 and 2, as well as extend them by involving experimental research methods.

* ***Researching.*** The final project will be completed in two-person teams. The project will be designed by you and your partner.  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**.
* ***Presenting.*** You and your partner will give an in-class, 10-15 minute PowerPoint presentation on your research findings.
* ***Writing.*** In addition, each of you will be expected to **independently** write and turn in a separate APA-style paper (7-12 pages of text) describing the study. You will be graded on only one, final draft. However, **during office hours or by appointment**, you may go over your paper outline and/or sections of your draft paper in advance of the final paper due date to get feedback.

**Peer Research Participation.** By enrolling in the course, you are agreeing to participate in research conducted by other members of the class, as well as research conducted by members of other psychology lab classes. Research participation is a part of the normal educational practice in this class.

**Course Grades**

|  |  |  |
| --- | --- | --- |
| Item | PossiblePoints | Earned Points |
| Project 1 Approval | 10 points |  |
| Project 1 Draft Paper | 20 points |  |
| Project 1 Final Paper | 60 points |  |
| Project 1 Attendance & Participation | 10 points |  |
| Project 1 Peer Research Participation | 5 points |  |
| Project 2 Approval | 10 points |  |
| Project 2 Presentation | 40 points |  |
| Project 2 Draft Paper | 20 points |  |
| Project 2 Final Paper | 60 points |  |
| Project 2 Attendance & Participation | 10 points |  |
| Project 3 Approval | 20 points |  |
| Project 3 Presentation | 40 points |  |
| Project 3 Final Paper | 100 points |  |
| Project 3 Attendance & Participation | 10 points |  |
| Project 3 Peer Research Participation | 5 points |  |
| **Total Possible Points** | **420 points** |  |

|  |  |
| --- | --- |
| Grade | Points |
| A | 378-420 points |
| B | 336-377 points |
| C | 294-335 points |
| D | 252-293 points |
| F | 251 points or less |

How to calculate your grade: Add the number of points earned in the course and divide by 420. (Do **NOT** use Blackboard’s calculations.)

**Midterm Grades**: Please refer to the following web page for information about how to interpret midterm grades: tigger.uic.edu/depts/oaa/advising/student\_midterm.html

**Late Policy: Deduct 10% per day – No acceptance past 5 days**

Submit your work to **safe assignment**, via Blackboard, on the day it is due – prior to the start of class (unless otherwise noted on the schedule). (No work will be accepted in the teaching team’s mailboxes.) **10% per day (including weekend days) will be deducted for late papers and other assignments. Absolutely no papers/assignments will be accepted more than 5 days late.** ***Exception:*** Only if the student has an *emergency that can be documented* (for example, a car accident). In the case of an emergency, contact Dr. Motyl as soon as possible.

**Other Course & University Policies**

**1. Missing Class:** If you miss class, contact your partner immediately. If you miss several classes, you may be asked to leave the course and/or you will lose points on the assignments.

**2.** **Respect**: It is unfair to your partner if you miss class or spend class time surfing the Internet, reading email during class, using your cell phone, or engaging in other blatantly non-course-related activity.  If this sort of behavior occurs repeatedly, you (but not your partner) will lose points on the assignments and/or you will be asked to leave the class.

**3.** **Students with Disabilities:** Concerning disabled students, the University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC).

Accommodations are available for students in this course, with documented disabilities and who are registered with the Disability Resource Center (DRC), 1190 SSB. Contact DRC at 312-413-2103 (voice) or 312-413-0123 (TTY). DRC will provide you with a letter stating the accommodations you require to participate fully in this class. If you are already registered with the DRC, you can also request this letter online: uic.edu/depts/oaa/disability\_resources. **Please see me and provide a copy of this letter as soon as possible after the start of the semester.**

**4.** **Academic Integrity:** As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community–students, staff, faculty, and administrators–share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy: uic.edu/depts/dos/studentconduct.html.

More specifically, there will be strict **consequences for academic dishonesty** in this course. For example, plagiarism will not be tolerated. If you plagiarize any assignment in this class you will receive a failing grade for the course and judicial charges will be filed. There will be no exceptions to this policy. Plagiarism includes copying the words 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, handing in work that you have handed in for another class, handing in papers you have gotten from the internet or from other students, etc.

**5. Help (ask early and as often as needed):** Note that you will be graded according to the grading criteria listed above. Please do not ask to be bumped up to the next highest grade at the end of the semester (e.g., ask me for a C in the course when you have a 67.7% in the course). I will not do this. If you have any problems or concerns throughout the class, please come see me during office hours, before it is too late at the end of the semester. The TAs and I are happy to work with you during the semester to help facilitate your understanding of the course material. Please use office hours whenever possible, but we are willing to make appointments if your schedule makes it impossible to make our office hours.  If you have any problems or concerns throughout the course, the teaching assistants and I are here to help you. Please see us before it is too late at the end of the semester.

**6**. **Blackboard Policies:** It is your responsibility to update your Blackboard e-mail address to one that you check on a regular basis. If you fail to check your e-mail, or if e-mail sent to you is returned as undeliverable, you still are responsible for the content of the e-mail. It is your responsibility to check that your scores posted on blackboard are accurate. In the event of inaccurate or missing scores, contact your TA immediately.

**7. E-mail Policy and Etiquette:**  My policy is to respond to emails within *2 business days* of receipt (i.e. not including Saturdays and Sundays). I am available to all of my students and encourage you all to visit me during office hours and/or make outside appointments with me, even if it’s just to have a casual chat. I look forward to getting to know each of you.

You are expected to use a professional tone in your emails with your TAs and me. You may ask questions about course logistics and content via e-mail. Provided you ask a reasonable question and articulate yourself clearly in your message, I will respond. If you email one of the TAs or me, make sure that your message is clear, and include information about who you are and what course you are in. **If you follow these guidelines, we will make sure to respond to you within 2 business days**.

Do **NOT** email your TAs or me about your grades. We will **NOT** respond to emails regarding grades. If you are concerned about your grades, you must see us in person, during office hours or by appointment. *One Exception: You may email your TA if there is an error in grade entry (i.e., missing a grade or incorrect grade entered).*

**8. A grade of “Incomplete”.** University policy on incomplete grades is very strict and I follow that policy. I will grant an incomplete grade only under the most extreme circumstances.  Do not request an incomplete unless the following conditions apply (taken from the undergraduate catalogue):

Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade.  The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met:  (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due.  The instructor must submit an Incomplete report with the final grade roster for the IN to be recorded.  This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report.  In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report.  An IN must be removed by the end of the student’s first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence.  When the student submits the work, the instructor will grade it and change the IN to the appropriate grade.  If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

**9.** **UIC Policy on Religious Holidays:** Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the students shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

**10. UIC Academic Deadlines and Campus Policies:** Please refer to the UIC Academic Calendar for other UIC academic deadlines. You can view the calendar online: uic.edu/ucat/cat1315/CA. Please visit the follow page for further information about campus policies and student notifications: uic.edu/depts/oar/current\_students/campus\_policies.html

**11. Grievance Procedures:** UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's “[Nondiscrimination Statement](http://www.uic.edu/depts/oar/campus_policies/nondiscrimination_statement.html)”. Students are also urged to read the document “[Public Formal Grievance Procedures](http://www.uic.edu/depts/oar/campus_policies/public_grievance_procedures.html)”. Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: uic.edu/depts/oae.

**UIC Resources**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don’t hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from concerned advisor in the Undergraduate Success Center (USC) at usc@uic.edu.

See also:

**The Writing Center,** located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

**Public Computer Labs** are available throughout campus where you may write and/or print out your work**.** For a list of labs and the hours they’re open, go to <www.accc.uic.edu/pclabs>. NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center <www.counseling.uic.edu>. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

**Working Course Schedule**

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| --- | --- | --- | --- |
| **Date** | **Activity** | **Readings** | **Assignments Due** |
| 10-Jan | 1. Introductions
2. What is social psychology?
3. Why research?
4. Course overview
 | 1. **Required**: Syllabus2. Defining Social Psychology |  |
| 12-Jan | 1. Measurement review
2. Project 1 (P1) introduced
3. P1: Construct selection
4. P1: Work on approval form
 | 1. **Required**: Measurement overview, Project 1 Instructions, Project 1 Approval Form, Project 1 Paper Overview, Measurement Tips and Requirements
2. Project 1 Reading
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| 17-Jan | 1. P1: Write questions
2. P1: Find articles
3. P1: Work on approval form
 | 1. **Required**: APA Style Overview
2. **Required**: Complete anonymous survey online
3. Sample APA Paper
4. Paper template
5. Other Writing Resources Folder (all 6 items)
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| 19-Jan | NO CLASS |  |  |
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| 24-Jan | 1. P1: Create study in Qualtrics (Q)
 | 1. **Required**: Qualtrics Tutorial & Quiz, Qualtrics log-in info
2. Research ethics (Core Research Skills folder)
 | Project 1 Approval Form (Part 1) **Due by 9:30am** |
| 26-Jan | 1. P1: Finish creating study (Q)

2. P1: Post questionnaires (Q) | 1. **Required**: Statistics Overview (Core Research Skills folder)
2. Using SPSS
3. **Required**: Measurement Project – Data Prep and Analysis Preview
4. Measurement Data SPSS Demo

Project 1 Table Templates |  |
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| 31-Jan | 1. P1: Data preparation & analysis
 |  | Project 1 Approval Form (Part 2)**Due by 11:59pm** |
| 2-Feb | 1. P1: Data collection
2. P1: Research participation
3. P1: Data preparation & analysis
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| 7-Feb | 1. P1: Data preparation & analysis |  |  |
| 9-Feb | **OPTIONAL CLASS** *Work on P1 Draft* |  |  |
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| 14-Feb | 1. Archival research review
2. Project 2 (P2) introduced
3. P2: Work on approval form
 | 1. **Required**: Project 2 Overview, Project 2 Instructions, Project 2 Presentation Instructions, Project 2 Approval Form
2. Project 2 Supplemental Readings
3. Search Archival Datasets
4. Review Course Introduction Lecture
5. Review Defining Social Psychology Lecture

Developing Research Questions (Core Research Skills folder) | Paper 1 Draft**Due by 9:30am** |
| 16-Feb | 1. P2: Work on approval form
2. P2: Prepare for data collection
 |  | Project 2 Approval Form**Due by 11:59pm** |
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| 21-Feb | 1. P2: Get feedback
2. P2: Finalize data collection preparations
3. Paper 1 Draft returned
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| 23-Feb | **NO CLASS** *P2: Data collection* |  |  |
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| 28-Feb | 1. P2: Data preparation & analysis
 | 1. **Required**: Review Statistics Overview (Core Research Skills folder) 2. Stats demo3. Statistical tests – decision handouts1. 4. Bar Charts: From Excel to Word (Online Tutorials Folder)
 | Paper 1 Final **Due by 9:30am** |
| 2-Mar | 1. How to give a presentation
2. P2: Work on presentation
 | **Required**: Presentation Tips (Archival/Observational Study folder) |  |
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| 7-Mar | 1. P2: Work on paper
2. P2: Work on presentation
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| 9-Mar | 1. P2: Work on paper
2. P2: Work on presentation
 |  |  |
|  |  |  |  |
| 14-Mar | 1. P2: Presentations
2. Paper 1 Final returned
 |  | Project 2 Presentations**Due by 9:30am**Paper 2 Draft**Due by 9:30am** |
| 16-Mar | 1. Experimental research review
2. Project 3 (P3) introduced
3. P3: Work on approval form
 | 1. **Required**: Project 3 Experiment Overview, Project 3 Approval Form, Project 3 Instructions, Project 3 Presentation Instructions & Grading Rubric
2. Topic Areas & Example Questions Project 3 Reading
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| 21-Mar | SPRING BREAK |  |  |
| 23-Mar | SPRING BREAK |  |  |
|  |  |  |  |
| 28-Mar | 1. P3: Work on approval form2. Paper 2 Draft returned |  |  |
| 30-Mar | 1. P3: Work on approval form2. P3: Create study (Q) |  | Project 3 Approval Form**Due by 11:59pm** |
|  |  |  |  |
| 4-Apr | 1. P3: Create study (Q)
2. P3: Work on paper
 |  | Paper 2 Final**Due by 11:30am** |
| 6-Apr | 1. P3: Finish creating study (Q)
2. P3: Begin data collection
3. P3: Work on paper
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| 11-Apr | 1. P3: Data collection in class
2. P3: Research participation in class
3. P3: Poster presentation guidelines

Paper 2 Final returned | **Required**: Project 3 Data Analyses General Steps |  |
| 13-Apr | 1. P3: Data analysis
2. P3: Work on presentation
3. P3: Work on paper
 |  | Data Collection (15 Ps per condition)**Due by 9:30am** |
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| 18-Apr | 1. P3: Finish data analysis
2. P3: Work on presentation
3. P3: Work on paper
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| 20-Apr | 1. P3: Work on presentationP3: Work on paper |  | Paper 3 Draft – optional **(suggested completion date)** |
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| 25-Apr | 1. P3: Presentations (poster session)
 |  | Project 3 Presentations**Due by 9:30am** |
| 27-Apr | **OPTIONAL CLASS PERIOD**1. P3: Work on paper
2. P3: Ask questions/get feedback
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|  |  |  |  |
|  | **NO CLASS** *Good luck on finals!* |  | Paper 3 Final**Due by 10:30am, May-3** |