

Laboratory in Social Psychology
PSCH 313
Spring 2016
Mondays and Wednesdays, 11-12:50pm, 2057 BSB
Call Number: 36428, 36429

Professor

Ed Sargis, Ph.D.

Office: 1060 BSB

E-mail: esargis@uic.edu

Office hours: Wednesday 1-2pm; Tuesday, 12:30-2pm, and by appointment.

Teaching Assistant

Tim Carsel | tcarse2@uic.edu | Office: 3058

Objectives

Although the objective of many courses is to introduce you to *what* psychologists have learned about personality and social behavior, 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. By the end of the semester you will have learned how to conduct your own 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

Students 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 prerequisites, you will be dropped from the course.

Textbooks

Recommended:

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

Your Old Social Psychology Textbook. I hope you didn't sell it back! If you did, check one out of the library for the term, or borrow one from a friend. I will assign no specific reading from this, but it can be an invaluable source of ideas for research topics, interesting variables to study, and creative methodologies to employ.

Other occasional readings will be posted on Blackboard.

Requirements

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 demonstrations conducted by the instructor and TA. Research participation, in other words, is a part of the normal educational practices in this class.

Lectures and Readings. This is a lab course. There will be relatively few traditional lectures; that is, little time will be devoted to the simple presentation of material by your instructor. There will be a few assigned readings. The assigned readings that we do have will primarily come from articles posted to the course Blackboard site. You will also have to do some supplementary readings to design and report your “Final Project” (see below).

Class Participation. 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 is crucial. You will also lose participation points if you are observed surfing the internet or reading email during class, using your cell phone, or if you engage in other blatantly non-course-related activity. Note that if this sort of behavior occurs repeatedly, you will be asked to leave the class. In addition, given the number of studies and demonstrations we will run in class, it is also crucial that you show up for class on time.

Miscellaneous Assignments. Over the course of the semester, there will be several small assignments that will be related to planning and executing your projects. These assignments will range from completing topic approvals for the final project, participation in research projects of other students, and exercises dealing with library research and statistics

Research Projects Because this is a laboratory course in psychology, emphasis will be placed on the quality of your research projects and the papers that result from them. Note that your research ideas and surveys need to be approved by either the instructor or TA. Because this is a course, we do not need to seek IRB approval for our class projects. However we must verify that any work you do with subjects meets ethical standards. **Therefore, if you collect any data using an unapproved idea and/or unapproved measure(s), that project will receive a zero for any subsequent work you turn in (e.g., papers, presentations).** Make sure you have approval before moving forward with any project.

Class Research Project. For this project we will conduct a study as a class working on a common research question. We will work on various aspects of the project in small groups and as a class to develop our methods and measures. We will learn the basics of the software we will use throughout the course (Qualtrics and SPSS). You will each independently write a separate APA style paper (5-10 pages of text) describing the background, methods, and results of our study. More details will be discussed in the first few weeks of class.

Group Archival/ Observational Study. The second research project may involve observational research methods or the analysis of archival data. This study will be designed and carried out by groups of 4 to 5 students. Group presentations, using PowerPoint, will be given in class. These 10 to 15 minute presentations will be graded, so groups members should work together to ensure that the presentation is

as professional as possible. In addition, each of you will be expected to independently write and turn in a final APA-style paper describing the study.

Final Project. The final project will be completed in two-person teams. The projects 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). You and your partner will give 10-minute Power-Point presentation on your research findings. In addition, each of you will be expected to independently write and turn in a final APA-style paper describing the study.

Grading

10% Attendance and Participation
20% Class Research Project Paper
10% Observational/ Archival Presentation
20% Observational/ Archival Write-up
15% Final Project Presentation
20% Final Project Write-up
5% Misc. Assignments

Miscellaneous

If you miss class it is your responsibility to get the notes, handouts, homework assignments, and/or other announcements from one of your fellow classmates.

When you are in class, I ask that you be courteous to me as well as your fellow students. **Please do not have conversations with or write notes to fellow students during lecture. In addition, please do not listen to your MP3 player, send text messages via your cell phones, or engage in similar distracting behaviors during lecture.** You may feel like you are an anonymous student in a class and that the instructor doesn't notice. Instructors do notice these things, and I find this distracting, and it ultimately disrupts the class. If I ask that you stop doing some behavior and you persist, I may ask you to leave class. In extreme cases, I will ask you not to come back, and you will have to forfeit any points you receive for attending lecture.

It will be your responsibility to keep track of your scores in Blackboard. If you notice that a score has been incorrectly entered into Blackboard, you must show the original paper with the correct grade to your TA by the last week of classes. After that point, any errors will stand in your final grade calculation.

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 I will file official judicial charges against you immediately with the Dean of Students, who will place a notice about the incident in your permanent record. There will be no exceptions to this policy.

Cheating includes, but is not limited to, looking on others' tests or letting them look on yours during a test, copying or giving others test answers, and plagiarism which 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 (even if you cite it properly), handing in work that you have

handed in for another class, handing in papers you've gotten from the internet or from other students, etc.

Please see the following for additional information about academic dishonesty and plagiarism:

<http://www.uic.edu/depts/dos/studentconduct.html>

<http://www.uic.edu/depts/engl/phd/FYWP/PlagiarismPolicy.pdf>.

Because this is a course on writing, you will be required to turn in several papers during the course of the semester. Please understand that plagiarism in any form will not be tolerated. Plagiarism will be explained in class and in sections. **If it is determined that any work you turned in was plagiarized from other sources you will fail the course and I will recommend that a note of this be made in your permanent transcript.** With this said, not only will you receive information on what plagiarism is, but you will also learn how to avoid plagiarism. Moreover, you are encouraged to see your TA in advance of a due date to discuss how to cite someone else's ideas.

Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Observance of Religious Holidays. Campus Policy States: The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed 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 student 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.

University policy on incomplete grades is very strict and I follow this 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.

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. The number one factor that puts students in this situation is missed classes. I have a drop policy because I understand that sometimes students must miss class. However, if you are the type of student who frequently misses classes for any reason (e.g., work, family responsibilities, etc.), I recommend that you drop my course and take it with an instructor with a less conservative attendance policy.

With this said, if you have any problems or concerns throughout the class, please come see us during our office hours, before it is too late at the end of the semester. I and the TAs 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.

Tentative Schedule

Note: The dates listed correspond to the Monday of each week.

Note 2: This schedule is tentative and is subject to change. I will never move a due date forward, but may adjust them to ensure that you have ample time to complete your projects.

| Week # | Date | Topic |
|--------------------|------|--|
| 1 | 1/11 | Course intro Methods Overview |
| 2 | 1/18 | **No class Monday 1/18; MLK Day Introduction to Class Research Project |
| 3 | 1/25 | Work on Class Research Project |
| 4 | 2/1 | Work on Class Research Project APA Style |
| 5 | 2/8 | Statistics Overview Plan/Propose Archival/Observational research projects |
| 6 | 2/15 | Plan/Propose A/O research projects Conduct A/O research projects Measurement Project write-up due 2/19 |
| 7 | 2/22 | Conduct A/O research projects |
| 8 | 2/29 | A/O research presentations |
| 9 | 3/7 | Meetings with Instructor/ TA about Final project |
| 10 | 3/14 | A/O research project due: 3/18 Meetings with Instructor/ TA about Final project Draft of Materials Due 3/18 |
| SB | 3/21 | Spring Break |
| 11 | 3/28 | Final preparation of Final Project Data Template |
| 12 | 4/4 | Collect Final Project Data |
| 13 | 4/11 | Code, enter, and analyze final project data |
| 14 | 4/18 | Final project preparation |
| 15 | 4/25 | Presentations of final projects |
| Final Exams | 5/2 | Write-up of final projects due on 5/2 |