**Psychology 313 Example Syllabus**

**Laboratory in Social Psychology**

Mon & Wed 11:00am—12:50pm Room: BSB 2057

Lecture CRN: TBA (0 Credits), Lab CRN: TBA (3 Credits)

**Professor**

Dr. Courtney Bonam

Email: cbonam@uic.edu

Office Hours: TBA (2 hours/week & by appointment

Office: BSB 1062A

**Teaching Assistants**

Primary TA: TBA

Email: TBA

Office Hours: TBA (2 hours/week & by appointment)

Office: TBA

Secondary TA: TBA (by appointment)

Email: TBA

Office Hours: TBA

Office: TBA

# 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 human nature.  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

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 these prerequisites, you will be dropped from the course.**

# Course Blackboard Site

# TBA. 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. Inform your TAs or me 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.

# Other occasional readings will be posted on Blackboard.

# Course Etiquette

**Class Attendance and 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 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

**Measurement Project.** The first project will deal with one of the most important concepts/ issues in psychological research—Measurement. You and a partner will pick a social/ personality construct to measure. You will develop a 10-15 item scale to measure your chosen construct and collect data from at least 20 people for your measure along with 2-3 other measures. You will run several analyses to evaluate the psychometric properties of your scale. 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.  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 group 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. You will write a first draft and a final draft, each draft will be graded.

**Final Project.** 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**. You and your partner will give a 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. You will be graded on only one, final, draft. However, you may turn in a rough draft in advance of the final draft due date to get feedback.

**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:**

Project 1 approval = 10 points

Paper 1 draft = 30 points

Paper 1 final = 60 points

Project 2 approval = 10 points

Project 2 presentation = 40 points

Paper 2 draft = 30 points

Paper 2 final = 60 points

Project 3 approval = 20 points

Project 3 presentation = 40 points

Paper 3 = 100 points

Research participation = 10 points

TOTAL = 410 points

|  |  |
| --- | --- |
| Grade | Points |
| A | 369-410 points |
| B | 328-368 points |
| C | 287-327 points |
| D | 246-286 points |
| F | 245 points or less |

How to calculate your grade: Add the number of points earned in the course and divide by 410. (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:**

**10% per day (including weekend days) will be deducted for late papers. Absolutely no papers will be accepted more than 5 days late.**

Papers are DUE at the BEGINNING of the class. You can NOT show up at the beginning of class simply to turn in your assignment and then leave. ***You MUST be in attendance to turn in your paper.*** Showing up more than 15 minutes late will count as non-attendance and your paper will be considered late.\*

No papers will be accepted in my or your TA’s mailbox.\* You should not expect the psychology office to be open, nor for your TA to be on campus over the weekends. Thus, you may not turn in your papers on a Saturday or Sunday.

**Safe Assignment –** Submit your paper to safe assignment on the day it is due – prior to the start of class. Safe assignment is in addition to—and is NOT a replacement for—a hard copy. Rather, it is proof that you turned in your paper on time, should your hard copy be misplaced.

\*Exception only if the student has an *emergency that can be documented* (for example, a car accident). In the case of an emergency, contact me as soon as possible to make arrangements for turning in your assignment.

**Other Course 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.

**Example Course schedule:**

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| **Week** | **Day and Date** | **Activity** | **Assignments DUE** |
| **1** | Mon | Introduction |  |
|  | Wed | Measurement Review;  Project 1 Introduced;  Construct selection |  |
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| **2** | Mon | Project 1 –  Write questions  Find articles |  |
|  | Wed | Project 1 - Qualtrics | Project 1 Approval Form |
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| **3** | Mon | Project 1 – Finish Qualtrics: Post questionnaires |  |
|  | Wed | Data collection; Research participation |  |
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| **4** | Mon | Project 1 –  Data analysis |  |
|  | Wed | Archival Research:  Project 2 introduced; Fill out approval form |  |
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| **5** | Mon | Project 2 –  Fill out approval form; prepare data collection | Paper 1 Draft |
|  | Wed | Project 2 -  Get feedback; Finalize preparations | Project 2 Approval form |
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| **6** | Mon | Project 2 -  Data collection  Paper 1 returned |  |
|  | Wed | Project 2 -  Data analysis |  |
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| **7** | Mon | How to give a presentation;  Project 2 – work on presentation | Paper 1 Final |
|  | Wed | Project 2 – Work on paper and presentation |  |
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| **8** | Mon | Work on presentation;  Experimental Research;  Project 3 Introduced;  Paper 1 returned | Project 2 Presentations |
|  | Wed | Presentations  Work on approval form |  |
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| **9** | Mon | Remaining Presentations  Work on approval form | Paper 2 Draft |
|  | Wed | Work on approval form |  |
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| **10** | Mon | Project 3 -  Work on approval form;  Paper 2 returned |  |
|  | Wed | Project 3 -  Qualtrics | Project 3 Approval Form |
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| **11** | Mon | NO CLASS |  |
|  | Wed | Project 3 -  Finish Qualtrics; | Paper 2 Final |
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| **12** | Mon | Project 3 –  Data collection period,  Research participation,  Work on paper and presentation |  |
|  | Wed | Project 3 –  Data collection period,  Research participation,  Work on paper and presentation  Paper 2 returned |  |
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| **13** | Mon | Project 3 -  Data analysis |  |
|  | Wed | NO CLASS |  |
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| **14** | Mon | Project 3 –  Work on paper and presentation |  |
|  | Wed | Project 3 -  Work on paper and presentation | Paper 3 draft |
|  |  |  |  |
| **15** | Mon | Project 3 -  Presentations | Project 3 presentations |
|  | Wed | Project 3 -  Presentations (if needed)  Paper 3 returned |  |
|  |  |  |  |
| **16** | Mon | NO CLASS  Finals Week | Paper 3 Final |