

Laboratory in Social Psychology (PSCH 313, #32224/32223)

University of Illinois at Chicago

SPRING 2021 Tue/Th 12:30 – 2:20 On line via Zoom, synchronous

Zoom link: <https://uic.zoom.us/j/92976911936?pwd=cGM3bEZwdXRsRCszUGJyL2NtOG04dz09>

Professor Bette L. Bottoms: bbottoms@uic.edu, Zoom office hours: after class or arranged. I'm very available!
Teaching Assistant, Ms. Lindsay Keeran: lkeera2@uic.edu, Zoom office hours: arranged. I'm available too!

REQUIREMENTS: The TA and Professor have taught this before via Zoom, and it's every bit as high quality as the in-person version. That's because there are some **special requirements and procedures that must be followed for you to take this section of PSCH 313 on line** (see below for more detail):

- (a) Strong internet and good camera and mike, because your video and audio are required at all times.
- (b) Access to a printer, because you must print copies of many materials rather than using electronic copies (all handouts and PowerPoint slides). You may not use secondary electronic devices to view these.
- (c) Prerequisites: PSCH 343 (Stats) & PSCH 312 (Social Psych). You can take 312 (but not 343) simultaneously.

GOALS AND OBJECTIVES

Welcome to PSCH 313: Laboratory in Social Psychology! You'll like this small discussion/lecture/lab class, because the material is interesting and because both your professor and your TA are student-centered teachers who really care about teaching and about you. We'll do everything we can to help you learn the material! It's not an easy class, and we can't do it for you, but as long as you're willing to work hard and do your part, we will give you every resource you need to do well, including social support!

Many courses teach you *what* psychologists have learned, but this course teaches you *how* psychologists learn about social behavior and how they write about it. It will deepen your understanding of the research process, so that you can do and consume research yourself. Specifically, you'll learn how to develop a good research idea, turn that idea into a scientifically testable hypothesis, design a study to test your hypothesis, collect and analyze data, and report the results orally and in writing. You'll work in a collegial, collaborative lab atmosphere in small groups with other students (via Zoom), as is true in many psychology labs, including my own. Thus, like actual research, all projects are group projects, allowing you to use your own best social skills and learn from your classmates as you work together to produce the best work possible. You'll also learn how to think and write more clearly and how to give professional talks, because this course fulfills your "writing in the disciplines" requirement.

All these things will help you no matter what you do in the future: This course will help prepare you for experiences such as graduate school, but also for other professions – most jobs will involve some work with data, work groups with other people, and writing and oral presentations.

FORMAT: This small, on-line course is like a small, interactive seminar with occasional lectures. All students are required to prepare well (do readings before class) and participate actively during each class. Class time will be devoted to (a) demonstrations, discussions, and lectures (during which you should always take careful notes on printed slides); (b) project planning and survey construction on Qualtrics software; (c) data cleaning; (d) data analysis using SPSS software; and (e) students' presentations. Outside of class sessions (by yourself and with your group members via Zoom), you will collect data, do homework, write papers, search for literature, study, and read. (The biggest mistake students make is not doing enough work outside of class.)

READINGS (on Blackboard): *There are very few readings and no book. PLEASE TAKE READINGS SERIOUSLY (they are very helpful!), read them when required, and take notes as you read.* Note: The McKenna reading is old, and some "social references" and examples are a little sketchy by today's standards, but the substantive content is excellent and will help you. Also, it's optional, but you would find helpful the *Publication Manual of the American Psychological Association* useful.

HANDOUTS (on Blackboard): Required: *All handouts and PowerPoint lecture slides must be PRINTED so that you have them next to you during class.* Take notes on them during class – having the slides only (without printing and taking detailed notes on them) is not enough to learn the information. You won't remember things just because you think you understand them while reading or listening to class discussions.

Material in one class builds on material from prior classes – once you have been taught a procedure, you have to apply that procedure later by yourself in the class. You cannot do that if you haven't got your detailed notes, lecture slides, and handouts all together, printed, beside you – for every class! There are handouts showing you how to create data files, enter data, do statistics with SPSS, and write up results sections, etc. Put them in a folder!

REQUIREMENTS AND ASSIGNMENTS (Every 10% is one letter grade.)

I. **Quizzes (27%).** There will be two quizzes (tests). Quiz 1 is on research methods and is worth 15%. Quiz 2 is on writing and grammar and is worth 12%. Quizzes cover all readings and handouts assigned and class information on those topics before the day of the quiz. You will take the quizzes on your computer using Word, while you have Zoom camera on (or your cellphone camera on -- if you have technical difficulties, we can work that out beforehand), so that we can see you working. You're on your honor to not cheat.

II. **Research projects.** You will complete 2 studies. The first is worth 30%, the second is worth 36%. **See Course Schedule for due dates.** By completing these studies from beginning to end quickly, you will develop an early appreciation for all of the many activities that are involved in carrying out a research project, and how to work quickly together. The TA and professor will help you with these projects by providing many resources and examples that you can follow. You have to be very organized, and print all handouts for quick reference during and after class.

a. **Study 1: Individual Differences in Attitudes Study (30%: Paper = 15% + Oral PowerPoint presentation/written notes = 15%).** You'll measure an attitude. This is a very common type of research in psychology and in business. For example, you might have to develop a customer satisfaction survey: Do customers have a positive attitude toward your business? Then you will choose one individual difference among people (e.g., gender, age, religiosity, political affiliation, etc.), measure it, and see how this difference affects the attitude. For example, do older and younger people differ in their attitudes toward marijuana use?

You will create, design, conduct, and analyze this study in assigned groups of 3 or 4 students. Each group will propose its idea (on a proposal form). After it is approved by the professor or TA, the groups will format the study using the Qualtrics survey development software. After this on-line survey is approved by the professor or TA, you will collect data by sending the survey link to potential participants via email and social media accounts. Then you'll clean your data, get it approved, then analyze the data with SPSS. As a group and individually, you will find related literature to build up support for your hypothesis about the predicted impact of the individual difference variable (IV) on the attitude (DV).

As a group, you'll give a talk on Study 1 using PowerPoint in class (each group member will give 1/3 of the talk). We'll view all presentations together during class. To prepare, you'll write out the entire talk in the text notes, word-for-word, using excellent grammar, but not stiff prose. The slides with text notes will be due the day before you give the talk (see below for due dates). Each group member will receive the same presentation grade, so group members should work and practice together so the presentation is good.

Don't be afraid of this talk – after you practice your part of the talk many times, saying what you have written, you'll deliver a beautiful talk without being nervous! And you will benefit from this skill in your future!

Finally, you will individually write an APA-style research paper describing the study and results (at least 7 pages of text plus title page, abstract, references, tables, and appendices). The paper must be each student's individual work – **do not work together on the paper!** Of course, some of the paper and presentation will be similar, but your paper will look a LOT different, more detailed, with more literature. *Be sure to use all the resources we have provided on BlackBoard throughout the semester as you do this project.*

b. **Study 2: Two-Factor, On-Line Experiment (36%: Paper = 18% + Oral PowerPoint presentation/written notes = 18%).** The final project will also be completed in pre-assigned groups of 3 to 4 students. It builds upon your skills learned in Study 1. You will create, design, propose, conduct, and analyze a true experiment, with two independent variables and one dependent measure. You will choose the topic (as long as it tests social psychology theory, is unoffensive, and does not duplicate Study 1). Just like Study 1, each group will propose its idea (on a proposal form), get it approved, then format the study into a Qualtrics survey, get the survey approved, then collect data, clean the data, get it approved, then analyze the data with SPSS. You'll produce the same two types of products: (a) in-class group PowerPoint presentation, and (b) an individually written APA-style paper describing the study (8 to 12 pages of text, not including title page, abstract, references, tables, and/or appendices). The expectation for these will be higher than for Study 1, because you will have learned so much more by this point.

III. **Class Participation/Absences (7%):** To get credit for attendance, you must do more than just "appearing" on line for each class. You must also:

- (a) show up on time with both audio and video working (log in and be ready for class by 12:30 – which means testing your camera and mike and connection before 12:30!). Audio-only participation or participation on your phone will not count (unless it's an emergency, like your internet went down one day);
- (b) actively participate by being fully attentive and making thoughtful in-class comments;
- (c) do your fair share of group work, on time, and to the best of your ability;

- (d) print and have handy all PowerPoint slides and all handouts during each class; and
- (e) be responsible, professional, and fulfill obligations to others within your groups, just as you will do in jobs for the rest of your lives. When working in groups, just like a lecture class, you must attend that group session until class lets out at 2:20. We track this electronically. You will lose participation for each early departure;
- (f) Pet cameo appearances are always welcome!! But not other disruptions...don't distract class or be distracted during class by other electronic devices or other people or using chat, etc. We can all see you -- do not eat, answer your cell phone, do exercises during class, etc. And dress for class – no pjs. *Seriously.*

Students will lose participation points for not fulfilling the expectations above. Also, students will lose 1% for each unexcused absence. You may have 2 excused absences (for personal or family illness, death, accidents, etc., but not for things like attending another class, workshop, internship, etc.). If you miss a class, you are still responsible for getting everything done during a missed class from another student. Exception: See statement below about emergencies, and religious holidays are accommodated in keeping with UIC Senate policy, which requires students to provide advance notice:

<http://dos.uic.edu/docs/UIC%20Senate%20Policy%20on%20Religious%20Holidays.pdf>.

GRADING

- 7% Participation
 - 27% Two quizzes (15% + 12%)
 - 30% Study 1: Paper (15%) + Oral PowerPoint presentation/written notes (15%)
 - 36% Study 2: Paper (18%) + Oral PowerPoint presentation/written notes (18%) (The presentation is graded according to the final product and the quality of individuals' contribution to their group's effort.)
- =====
- 100% TOTAL

You will always know exactly where you stand because there is no "curve." Every 10% is a letter grade: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = Failure. (Normal rounding rules apply: e.g., 89.4 = 89; 89.5 = 90.) 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, which is a very important research skill. Also, for Study 1 and 2, you'll submit a confidential statement about your relative role in the projects. We will know if someone is not pulling his or her weight in your group.

IMPORTANT POLICIES:

1. SPECIAL REQUIREMENTS FOR ON-LINE LAB LEARNING: (All students were notified of and agreed to these during registration): To have a discussion seminar that is like being face-to-face (without the coronavirus!), here are a few special requirements. If you need help connecting remotely to any of your UIC classes, please ask UIC for help: ACCC may have a laptops and wireless hot spots to lend. The request forms are here:

<https://accu.uic.edu/contingency/online-learning-students/basic-requirements-students/>

- a. You must have a strong internet connection, a good web camera, and a good microphone,** because you need to see us and our presentations, and we need to see you clearly. You are required to use both video and audio at all times. **You cannot participate by audio only, or by using your phone, or by using the chat function.** (If you do not have a working webcam, Google for instructions on how to use your phone for a webcam.)
- b. You must print all PowerPoint slides and class handouts and have them beside you during class,** because you need to refer to them during class, and you cannot refer to them electronically while you are also attending to class electronically (even if you have multiple electronic screens). In some classes, you need to be using multiple handouts at once. You cannot juggle back and forth between the camera and readings and handouts on your computer (or even multiple screens). This won't be allowed because it will not work. If you cannot print your materials, this is not the class for you.
- c. You must take quizzes with your camera and audio on at all times,** and be on your honor not to cheat.
- d. You must carefully read all email and Blackboard communications from the professor and TA.**

2. Experiments. By enrolling, you're agreeing to conduct studies and to participate in studies conducted by other members of the class, as well as demonstrations conducted by the instructor and TA. In keeping with guidelines of the UIC Institutional Review Board, the governing body of all research at UIC, PSCH313 class study participation and the experiments you run are both part of the normal educational practices in this class, and not a part of formal research. We will not generate data that will be professionally presented or published or otherwise generalized beyond this teaching situation.

- 3. Disabilities:** Your disabilities will be accommodated to the fullest extent possible! Register with the Office of Disability Services (312-413-2103 voice or 312-413-0123 TTY), then send me your accommodation letter. See: https://registrar.uic.edu/campus_policies/disability_notification.html
- 4. Late Assignments, Make-up Exams.** To be fair to all students, the policies in this syllabus are your contract for this class. No late assignments are accepted and no make-up exams will be given -- **unless** you have a documented personal emergency, which makes the playing field uneven for you. See next point.
- 5. IF YOU HAVE PROBLEMS OF ANY KIND: WE WANT TO HELP YOU!** Just ask! There is no shame in needing or asking for help. We will work with you closely during class, and we will be available to talk with you confidentially after class by appointment via Zoom or phone. We care about teaching, and we care about you. But, remember, we can't help if you don't talk with us.

You cannot do your work well if you unfortunately encounter personal distress such as sickness (including physical or psychological), family illness or death, or being overwhelmed by special circumstances. We all have roadblocks in our life sometimes, especially during these crazy times today. We understand! We will help you get around difficulties! Just ask! E-mail us as soon as you realize the problem. We will work with you to help you complete your assignments, and give you more time if necessary. In fact, you should always talk to any of your professors if you are having difficulty – if you're having problems, then the playing field is not level for you, but it can be leveled with special help to overcome special circumstances! Do not be shy or embarrassed about this. It's our job to help. For example, sometimes depression and anxiety get the best of us **all**. But help is near: the UIC Counseling Center (www.counseling.uic.edu, 312-996-3490), and we have put additional resources on the Blackboard site, such as this: <https://counseling.uic.edu/online-resources/>. (See above for links to UIC resources for computer/internet problems.)
- 6. Writing.** Writing well with good grammar is super important. You'll even be tested on it. All of your writing should be clear, grammatical, concise, elegant, and in APA style. Follow the *Common Writings Errors* handout carefully. The single most helpful piece of advice we can give you is to READ ALOUD everything you write to see if it really makes sense before you hand it in. I also recommend that every student buy a copy of the *Elements of Style* by Strunk and White. (It's short and cheap.) Writing beautifully is a skill that will transcend most other things you learn. Helpful UIC resources include the Writing Center (Grant Hall 105, <http://writingcenter.uic.edu/>).
- 7. Cheating. I want to help you, and I am genuinely caring, but *do not mistake me for a pushover*:** If you cheat in any way, you will fail the entire class and judicial charges will be filed. No exceptions. See Student Disciplinary Policy: <https://dos.uic.edu/wp-content/uploads/sites/262/2018/10/DOS-Student-Disciplinary-Policy-2018-2019-FINAL.pdf>. Cheating includes, but is not limited to, any form of plagiarism: claiming others' ideas or words as your own, copying the words or ideas of a fellow student or any other author in your assignments, copying word-for-word even short phrases from written work that you are using as a reference (even if you cite it properly), copying phrases from the internet (we'll google it and find it), handing in work you have handed in for another class, handing in papers you've gotten from the internet or from other students, etc. Cheating also includes misrepresenting or lying about anything to the professor. If you cheat and get caught, don't say you didn't understand this. It's your choice.
- 8. Disrespectful Behavior Will Not Be Tolerated.** I have enjoyed working with nearly all students I have met at UIC, and I expect to enjoy working with every one of you!! But unfortunately, I have encountered a couple people in the last couple years who have made it necessary for me to write the next part (sigh):

By staying enrolled in this course, you are consenting to all policies in this syllabus and you are consenting to withdraw from the class or be withdrawn from the class if you violate the following conduct policy: Specifically, you can stay in this class *only if* you are respectful to your professor and to your fellow students, as determined by your professor. Asking sincere questions is welcomed. But you will be barred from class if you rudely challenge others; are inebriated or high on alcohol or drugs; if you are belligerent, rude, or intimidating to anyone; if you disrupt class by eating, talking to others outside of class, answering/using your cell phone for non-class purposes, etc.; and/or if you are not respectful of others' views and opinions. This includes being sensitive to varied backgrounds related to culture, language, religion, gender and sexuality, race or ethnicity, politics, etc. Personal attacks on others won't be tolerated. Class conversations are for discussion of ideas based on science, not opinions or biases of any kind.
- 9. Put your heart into this class. Ours is already there.** Do the work, be happy to learn, be excited, and welcome lots of feedback – that's the only way you'll learn!

PSCH 313: TENTATIVE SCHEDULE (readings & handouts are on Blackboard)

Week 1 – Jan 12-14	<p>-- Welcome! Introduction to course goals, to each other, and to professor's and TA's research. -- Research methods and ethics review</p> <p>READINGS/HANDOUTS: (Due Jan. 12):</p> <ol style="list-style-type: none">1. Syllabus (Print and bring to class)2. "Lecture 1a" PowerPoint slides (Print and bring to class)3. Common Writing Errors Handout (Print and bring to class) <p>ASSIGNMENT: ("Completion form" is due by email to Lindsay by noon Jan. 19):</p> <p>-- Ethics Training: Complete the "CITI Initial Training" in research ethics. Go to this website first to learn about the course: https://about.citiprogram.org/en/course/human-subjects-research-2/. Then go to this website to register for the course and complete the initial training course for "Group 2: Human Subjects Research (HSP): Social-Behavioral-Educational Research Investigators and Key Personnel": https://www.citiprogram.org/index.cfm?pageID=154&icat=0&ac=0&region=1 Note: Register by entering your organization affiliation (i.e., UIC), <u>NOT</u> by completing the "independent learner registration."</p>
Week 2 – Jan. 19-21	<p>-- DUE: Ethics training completion form, by noon on Tuesday, Jan. 19 -- <i>In class assignment: Complete brief worksheet on topic preferences in class.</i> -- Research methods and ethics review, cont'd.</p> <p>READINGS/HANDOUTS: (Due Jan. 19):</p> <ol style="list-style-type: none">1. Any PowerPoint slides or other handouts that the professor posts and announces on Blackboard (Print)2. McKenna Ch. 5: Formal experiments: What they are and how to design them.3. McKenna, Ch. 4 (only pp. 54, 55, 56, & 63): Likert scales, constructing a questionnaire.
Week 3 – Jan 26-28	<p>-- Research methods and ethics review, interactions, cont'd. -- Introduction to Study 1: What are attitudes and why do we study them? -- Meeting your group members, deciding on a topic, creating an attitude measure, designing a study, completing the proposal, and planning for data collection. -- How to use and create a survey with Qualtrics.</p> <p>READINGS/HANDOUTS:</p> <ol style="list-style-type: none">1. Any PowerPoint slides or other handouts that the professor posts and announces on Blackboard (Print)2. Brief readings about attitudes3. Example of Study 1 survey, paper, and Powerpoint done in a former class4. Study 1 paper template (Print)5. Project 1 proposal form (Print)6. Various video tutorials and handouts to help you use box, virtual desktop, Qualtrics, and SPSS. These will be posted under the tab "Using Qualtrics and SPSS" (Print and keep the handouts with you for every class! Each will be named a color -- If you can print them on those colors of paper, they will be easier to grab when we start needing them in class.)
Week 4 – Feb. 2-4	<p>*** QUIZ #1 *** Feb. 2 (covers all prior readings & class lectures about research methods)</p> <p>-- Continue work on Study 1, get proposals approved, get Qualtrics survey approved, collect data, get final data set approved. -- Data Analysis Tutorials (how to check number of participants per cell from Qualtrics, how to clean data from Qualtrics, SPSS tutorials) -- Lecture: "How to give an effective PowerPoint presentation"</p>

	<p>-- Lectures and workshops about writing: How to write an APA style paper, how to write with good grammar (Common Writing Errors handout), how to conduct literature searches, how to make an argument and justify hypotheses</p> <p>-- Work on conducting literature search, conceptualizing hypotheses and arguments</p> <p>READINGS/HANDOUTS:</p> <ol style="list-style-type: none"> 1. Any PowerPoint slides or other handouts that the professor posts and announces on Blackboard (Print) 2. Chapter 5 from Silvia (2007) "A brief foray into style" (Print) 3. Chapter 6 from Silvia (2007) "Writing journal articles" (only pp. 77-89) (Print) 4. Guide to Conducting a Literature Search (Print) 5. REVIEW: Common Writing Errors Handout – (you already printed this for the first day of class.)
Week 5 – Feb. 9-11	<p>-- Continue work on Study 1: analyze data, conduct literature search, conceptualize hypotheses and arguments, create PowerPoint presentation, practice.</p> <p>-- Continue lectures and workshops about writing, making arguments</p>
Week 6 – Feb. 16-18	<p>*** QUIZ #2 (Writing & Grammar): Tuesday, Feb. 16 (covers all readings, class information about writing, grammar, making arguments before this date) ***</p> <p>-- Continue work on Study 1...</p>
Week 7 – Feb. 23-25	<p>-- Continue work on Study 1...</p>
Week 8 – Mar. 2-4	<p>March 2: *** Study 1 POWERPOINT PRESENTATIONS IN CLASS TODAY ***</p> <p>Submit PowerPoint presentation slides and talk notes via Blackboard SafeAssign and via email to Dr. Bottoms and Lindsay on Monday, March, by 8:00 p.m. (plus report of individual roles).</p> <p>March 4: -- Introduction to Study 2: Two-factor experiment. -- Meeting your new group members, deciding on a topic, designing a study, completing the proposal, completing the Qualtrics survey, collecting data, analyzing data, conducting literature search, conceptualizing hypotheses and arguments, creating the PowerPoint presentation, practicing the presentation.</p> <p>READINGS/HANDOUTS:</p> <ol style="list-style-type: none"> 1. Lecture "Introduction to Project 2" slides (and any other slides or handouts) (Print) 2. Project 2 proposal form. (Print)
Week 9 – Mar 9 - 11	<p>**** Study 1 PAPER DUE: Tuesday March 9 by 8:00 p.m. Submit electronically on BlackBoard SafeAssign and via email to Dr. Bottoms and Lindsay. ****</p> <p>-- Continue work on Study 2: designing a study, completing the proposal, completing the Qualtrics survey, collecting data, analyzing data, conducting literature search, conceptualizing hypotheses and arguments, creating the PowerPoint presentation, practicing the presentation.</p>
Week 10 – Mar 16-18	<p>-- Continue work on Study 2...</p>
MARCH 23-25	<p>*****SPRING BREAK (no classes)*****</p>
Week 11 – Mar. 30- April 1	<p>-- Continue work on Study 2...</p>
Week 12 – Apr. 6 - 8	<p>-- Continue work on Study 2...</p>

Week 13 – Apr. 13-15	-- Continue work on Study 2...
Week 14 – Apr. 20-22	-- Continue work on Study 2...
Week 15 – Apr. 27-29	<p>April 27: Continue work on Study 2...</p> <p>April 29: *** Study 2 POWERPOINT PRESENTATIONS IN CLASS: Thursday, April 29 ***</p> <p>Submit PowerPoint presentation slides and talk notes via Blackboard SafeAssign and via email to Dr. Bottoms and Lindsay on Wednesday, April 28, by 8:00 p.m. (plus report of individual roles).</p>
Week 16 – May 3 <i>Final Exam Week</i>	**** Study 2 PAPER DUE: Monday, May 3 by 8:00 p.m. Submit electronically on BlackBoard SafeAssign and via email to Dr. Bottoms and Lindsay.