
Laboratory in Social Psychology

How do you
think & write like
a researcher?

How do you
design social
psych research
studies?

How do you
collect and
analyze data?

COURSE OVERVIEW & GOALS

It's time to put on your scientist hat and **learn how to do** social psychology research! 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). 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.

Course Pre-requisites: PSCH 343 (Statistical Methods in Psychological Science) & PSCH 312 (Social Psychology; can be taken simultaneously)

Course materials:

- Qualtrics survey software (access online through UIC)
- Jamovi data analysis software (open-access online)
- Occasional articles and videos (no textbook)
- Powerpoint lectures (slides will be available for download on blackboard)

ABOUT YOUR INSTRUCTORS

Professor: Rebecca Littman (call me Professor or Prof Littman; pronouns: she/her)

Email: rlittman@uic.edu (expect a response within 48 hours, and **please** email me again if you haven't heard back by then or if it's very urgent!)

Zoom student hours: Student hours are time that I've dedicated to meeting with all of you! I highly encourage you to stop by, whether it's just to say hi, ask questions about the course, or talk to me about any challenges you're facing. We're living through a crazy time right now with the pandemic! You can sign up for a 20 minute meeting slot on any Thursday between 4-5:30pm CT on the Calendly website here: <http://calendly.com/rlittman>. Feel free to come alone or in groups. If that time block doesn't work for you, please email me to set up a meeting at a different time. I always enjoy meeting with students, so don't be shy! I'm here for you.



Teaching Assistant: Kelly Burke (call me Kelly; pronouns: she/her)

Email: burke36@uic.edu

Zoom student hours: Kelly is also excited to meet with you all throughout the semester! You can sign up for a 20 minute meeting slot on any Wednesday after class from 11-12:30pm CT on Calendly here: <https://calendly.com/kellysstudenthours/kelly-s-student-hours>. If that timing doesn't work for you, send Kelly an email to schedule another time!



COURSE FORMAT

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!

Virtual zoom classroom: This small, on-line course is like a small, interactive seminar with occasional lectures. All students are required to prepare well for each class session 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); (b) project planning and survey construction on Qualtrics software; (c) data cleaning; (d) data analysis; 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, so make sure you don't fall into that trap!

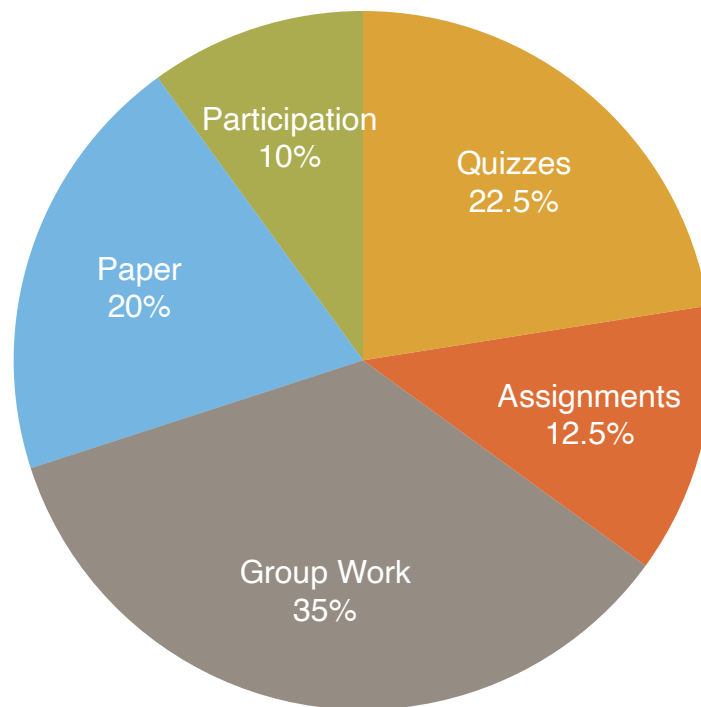
Complete a research study from start to finish: In this class, you will create, design, conduct, and analyze a study from start to finish in assigned groups of 3 or 4 students. By completing a study from beginning to end quickly, you will develop an early appreciation for all of the many activities that 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 efficient, but you will also have a lot of fun!

COURSE SCHEDULE

An up-to-date, “living” course schedule can be found online [here](#). This schedule lists the weekly topics, describes what we’ll do in class each session, lays out due dates, and includes links to course materials (all materials will also be posted on blackboard).

This class is designed to be flexible. I will solicit your feedback throughout the course, and may make changes in response to your comments. Expect the class to be challenging, but we’ll make sure we go at an appropriate pace given that we’re living through a global pandemic!

HOW YOUR LEARNING WILL BE ASSESSED



Quizzes (22.5%): This course will have three exams on the following topics: research methods, writing & grammar, and data analysis. Quizzes 1 & 2 will be in-class (you will be required to keep your video on and sign an honor statement), and Quiz 3 will be an open note, take-home quiz. Each quiz is worth 75 points (7.5% of your grade each).

Individual assignments (12.5%): You will complete three individual assignments throughout the semester. The first assignment is an ethics training (25 points). The second is a feedback exercise where you will try out some of your classmates' research studies and will prepare constructive written feedback for them (50 points). The third is a fun exercise where you will make a twitter thread explaining the results of your research study (50 points).

Group work (35%): Much of the work in this class will be done in your collaborative research group of 3-4 students. As a group, you will prepare a study proposal (100 points); complete a pre-registration assignment where you lay out your study hypotheses, methods, and intended analyses (100 points); and prepare and give an oral presentation to the class (150 points).

APA style paper (20%): You will individually write an APA style paper describing your research study and results (8-12 pages of text, not including the title page, abstract, references, tables, and/or appendices). You'll be able to draw on your study proposal, pre-registration, and group presentation. However, the paper must be your individual work - ***do not work together on this!***

Class Participation (10%): Show up and participate!

To get credit for attendance, you must do more than just "appearing" on line for each class. You must also:

- Show up on time with both audio and video working (log in and be ready for class by 9:00am CT – which means testing your camera and mike and connection before 9:00!). Audio-only participation (unless it's an emergency, like your internet went down one day)
- Actively participate by being fully attentive and making thoughtful in-class comments
- Do your fair share of group work, on time, and to the best of your ability. 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 10:50. We track this electronically. You will lose participation for each early departure
- 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 (drinking is fine!), answer your cell phone, do exercises during class, etc.

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>

Source	Points (% of total grade)
Quiz 1 - Research Methods	75 pts (7.5%)
Quiz 2 - Writing & Grammar	75 pts (7.5%)
Quiz 3 - Data analysis	75 pts (7.5%)
Assignment - Ethics training	25 pts (2.5%)
Assignment - Pilot study feedback	50 pts (5%)
Assignment - Twitter thread	50 pts (5%)
Group work - Study proposal	100 pts (10%)
Group work - Pre-registration	100 pts (10%)
Group work - Presentation	150 pts (15%)
APA style paper	200 (20%)
Class participation	100 pts (10%)
Total	1000 pts

Grading

I am committed to making sure the assessment of your learning in this course is comprehensive, fair, and equitable. Your grade in this class will be based on the number of points you earn out of the total number of points possible and is not based on your rank relative to other students. Furthermore, grades are assigned without strict limits on the proportion of each letter grade given in the course. If, for any reason, you have concerns about your grade in the course, please email me or your TA so that we can discuss study techniques or alternative strategies to help you.

Grading	
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	59.9% or lower

COURSE POLICIES

Special requirements for on-line lab learning:

- **This is a camera ON class.** 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.***
- You must take quizzes with your camera on at all times, and be on your honor not to cheat.
- You must carefully read all email and Blackboard communications from the professor and TA.
- **Communicate!** If you face any challenges this semester, communicate with your professor or TA early and often. We are here to support you!

Technology: You will need regular access to a personal computer that runs on a broadband Internet connection. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.

Experiments. You agree 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, PSCH 313 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.

Two-Way Communication: Towards the goal of making learning as impactful as possible this semester, and at the same time acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19, we will strive to engage in clear and frequent two-way communication regarding my expectations of you, the class workflow, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments. I will do my best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

Late Work and Missed Exams: Plan on submitting work on time. Both late work and make-ups exams are generally not permitted. However, in case of an emergency please get in touch with me as soon as possible to let me know what's going on. More communication is always better!

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!

OUR INCLUSIVE LEARNING ENVIRONMENT

Prof Littman and your TA Kelly value diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify us as soon as possible.

Disability Accommodation Procedures

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) at drc.uic.edu, via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

ACADEMIC INTEGRITY

Community Standards: UIC is an academic community 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. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

By enrolling in this course, you agree to uphold a class honor code in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

If any part of you feels even slightly tempted to engage in academic dishonesty for the sake of a better grade, come talk to me and I'll give you all sorts of tips and tricks to earn that grade you're hoping for.

EXPERIENCING PERSONAL AND ACADEMIC CHALLENGES

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students. A comprehensive list is available on the [Current Student Resources](#) website. Academic resources that I encourage you to explore as needed are listed on the [Student Academic Resources](#) website.

If you are in immediate distress, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9 am - 5 pm CT, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the [Counseling Center Resources](#)

If you experience sexual violence, identity-based harm, or any other personal crisis at any point during the course, please don't hesitate to reach out so I can (1) help you get caught up in class, (2) put you in contact with the appropriate resources and services, and (3) answer questions to the extent that I am qualified to do so. Note that Faculty and TAs are required by both university policy and federal law to report all disclosures of sexual violence to the appropriate campus authorities. But please know that I am more than willing to support survivors throughout the process. If you'd rather not talk to your professor about these issues, I completely understand. Please see the resources below.

Finally, as an educator, I fully support the rights of undocumented students to an education. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants.

Campus Resources

The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. 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.

The **Campus Advocacy Network** provides information and offers resources to all UIC students. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email TitleIX@uic.edu or call (312) 996-5657

Syllabus Disclaimer: This syllabus is intended to give you guidance on what will be covered during the semester, and will be followed as closely as possible. However, I may modify, supplement, and make changes throughout the semester.

*Parts of the syllabus were inspired by Leslie Berntsen and Bette Bottoms