

PSCH 313: Lab in Social Psychology

Spring 2022 · CRN 32223 · Syllabus

Synchronous Class Sessions: TR 11:00am – 12:50pm, BSB 2057

Instructor: JP Prims · Email: jprims2@uic.edu

Office Hours: 2pm – 3pm Tues, 3-4pm Wed, and by appointment, BSB 1054A or [Zoom](#)

TA: Katie Hudson · Email: khudso4@uic.edu

Office Hours: 1:30 – 2:30pm Tues, and by appointment, BSB 3058 or [Zoom](#) (Pass: BSB3058d)

Welcome to Laboratory in Social Psychology! I am excited to teach you the skills you will need for research in social psychology. From business, to video games, to activism, social psychology is all around you, regardless of whether you pursue a career in psychology or in some other field.

Course Goals and Objectives

This course is designed to prepare you to conduct research in social psychology and share your findings. Although this course is intended for social psychology students, the methods we will cover are often used in other areas of psychology, and in other types of research as well. By the end of this course you will be able to:

1. Formulate concrete research questions.
2. Design and conduct studies to collect data.
3. Use statistical analyses to answer research questions.
4. Communicate results through writing and presentations to a wide audience.

With the skills you will gain in this course, you will be better equipped to conduct your own research, and critically evaluate the research you see online and in the news.

This course will be largely guided group work, with occasional short lectures. You will conduct three studies over the course of the semester. Your TA and I will provide you with guidance throughout the semester. I will have example papers available on Blackboard to help you.

Course Requirements

Prerequisites. To enroll in this course, you must:

1. Be a psychology major
2. Have completed PSCH 343
3. Have completed or be currently enrolled in PSCH 312

If you do not meet these prerequisites, you will be automatically dropped from the course.

Texts and Materials

Texts. This course **does not have any required texts.**

If you have the resources and would like to purchase or rent books that will help you in this course, I recommend that you purchase the APA Style Guide (7th Ed.) and an R reference text.

- Publication Manual of the American Psychological Association, Seventh Edition (2020)

However, all of the same information can be found for free online here:

- APA 7 Style Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- Basic R Text: <https://ademos.people.uic.edu/>

I also recommend that you purchase, rent, or borrow any undergraduate social psychology textbook.

Readings. Other readings and materials will be posted to Blackboard.

Assignments.

There will be three major assignments this semester. All three assignments will be broken into four pieces: The proposal, the first draft, the final paper, and the presentation. The first project will be worth the least points of the three, and the last project will be worth the most points.

Correlational/Archival Study.

The first project will be a correlational study using archival data. In other words, you and a team of three other students will test to see if two variables are related using existing data and report your findings. I will provide a list of datasets that you can use. If you would like to use a dataset that is not on that list, please run it by your TA and I first. At least one of the two variables must be relevant to social psychology.

First, you will propose your project (which two variables you would like to look at, which dataset you will use, etc.). Then you will conduct your analyses and write a rough draft of your paper. While you may collaborate with your partners on the analyses, every student must write their own version of the APA-style paper (title page, abstract, references, tables, and appendices). You will receive feedback on your rough draft, and then write a final draft of your paper.

Your paper must contain: (1) Citations to at least **two** previous papers published in social psychology journals that discuss your two variables and how they might be related. (2) A hypothesis about how your two variables will be related based on the papers you cite. (3)

Demographic information about your sample. (4) If your variables were related, and if so, how they were related. (5) The implications of your findings.

Experimental Study.

The second project will be an experimental study with survey data. You and a team of three other students will manipulate an independent variable, test to see if it affects a dependent variable, and report your findings. Your experiment must be based in an existing social psychological theory.

First, you will propose your project. Then you will conduct your analyses and write a rough draft of your paper. While you may collaborate with your partners on the analyses, every student must write their own version of the APA-style paper (title page, abstract, references, tables, and appendices). You will receive feedback on your rough draft, and then write a final draft of your paper. Finally, you will create a five-minute poster presentation.

Your paper must contain: (1) Citations to at least **three** previous papers published in social psychology journals that discuss how your IV might be related to your DV or contain scales you used in your study. At least one of these must describe the theory you are using. (2) A hypothesis about how your IV will affect your DV based on the papers you cite. (3) Demographic information about your sample. (4) If your IV affected your DV, and if so, how it affected your DV. (5) The implications of your findings.

Interaction Study.

The final project will be your choice of an archival, observational, or experimental study. However, you must *predict and test for an interaction* between two independent variables in this study. You and a team of three other students will measure or manipulate two independent (or predictor) variables, test to see if they interact to predict a dependent variable and report your findings. Your study must be based in an existing social psychological theory. You may not use more than one demographic variable as an independent variable.

First, you will propose your project. Then you will conduct your analyses and write a rough draft of your paper. In this case, the rough draft is optional: You may turn it in for feedback to improve your final draft, but you will not receive credit for it. While you may collaborate with your partners on the analyses, every student must write their own version of the APA-style paper (title page, abstract, references, tables, and appendices). If you decide to turn in a rough draft, you will receive feedback on your rough draft, and then write a final draft of your paper. Finally, you will do a five-minute PowerPoint presentation on your findings as a group.

Your paper must contain: (1) Citations to at least **four** previous papers published in social psychology journals that discuss how your IVs might be related to your DV or contain scales you used in your study. (2) A hypothesis about how your IVs will interact to affect your DV based on the papers you cite. (3) Demographic information about your sample. (4) If your IVs interact to affect your DV, and if so, how they did. (5) The implications of your findings.

Grading.

Your grade in this class will reflect your performance on assignments, and your contribution to your group.

I will drop your lowest scoring paper (from Projects 1 and 2) from your grade.

Correlational Study.

- Project 1 Proposal – 20 Points
- Paper 1 Draft – 10 Points
- Paper 1 Final – 50 points
- Peer Evaluation – 20 points

Experimental Study.

- Project 2 Proposal – 20 points
- Paper 2 Draft – 10 points
- Paper 2 Final – 50 points
- Project 2 Poster – 20 points
- Peer Evaluation – 20 points

Interaction Study.

- Project 3 Proposal – 20 points
- Paper 3 Final – 70 points
- Paper 3 Presentation – 20 points
- Peer Evaluation – 20 points

TOTAL : 300 (Accounting for dropped paper.)

How to Calculate Your Grade.

While it is not possible to know your final grade until the end of the semester (when everything is graded and your lowest-scoring paper of papers 1 and 2 is dropped), you can use these benchmarks to get an idea of your current standing:

Grade	Points
A	270 - 300 points
B	240 - 270 points
C	210 - 240 points
D	180 - 210 points
F	179 points or less

Course Policies.

Attendance. Though I will not take attendance for this course, I expect you to attend all class sessions. This is a heavily group-based course and coordinating schedules outside of class time can be difficult or even impossible. If you will not be able to make it to class, please contact your group members immediately. A lack of attendance may affect your grade indirectly through peer evaluations at the end of each project.

Late Assignments. If you anticipate that your group will not be able to turn in an assignment on time, please contact your TA and I ahead of time to make alternative arrangements. If you are unable to notify us ahead of time, you will lose 10% of your grade for every day late. Your lowest-scoring paper will be dropped from your grade, including any papers that lose points for being late. I will not accept any late assignments after the date of the final for any reasons.

Corrupted Files. If your assignment is a corrupted file or otherwise cannot be opened, your TA or I will contact you. You will have 48 hours (2 days) from the time and date of the email to turn in an openable copy of the assignment. If you do not turn in the uncorrupted file during this window of time you will receive a zero on the assignment.

Email. If you have questions about the material, I encourage you to make an appointment for a one-on-one meeting. The concepts in this class are sometimes difficult to convey via email. However, you may ask questions via **your UIC email**. I cannot respond to questions sent from an outside email account. Please keep in mind that I receive many emails every day. Please put the course number (PSCH 313) in the subject line. Please allow **48 hours** for response. I will try to respond earlier, but it is not always possible. I recommend that you start assignments several days before the deadline if you suspect that you will want to ask questions via email.

The Family Educational Rights and Privacy Act (FERPA) forbids me from discussing your grades over email. **I will not provide a meaningful response to any emails about grades** with one exception: You may email me if your grade is missing or has been entered incorrectly on Blackboard.

Office Hours. I encourage you to attend office hours. You will be doing many things in this class that you have not done before. Many of these things can be difficult, even for PhDs. Your TA and I are here to help you and we want to see you succeed. If you cannot attend our scheduled office hours, please speak to me (or your TA) or send us an email to set up an appointment.

Public Computer Labs. UIC has computer labs available to students across campus. You may use these to complete your assignments and print your work. For lab locations and hours, please visit www.accc.uic.edu/pclabs. These labs are available to all students and may be crowded. Please start assignments early so you can work around the crowd.

Getting Extra Help. As the semester progresses you may need help. Do not delay in seeking help. The longer you wait to get help the harder it will be to catch up. I am here

to help you as much as I can, and when there is a problem, it is always easier to address it sooner than later. Please come see me during office hours or schedule an appointment outside of office hours.

You can also take advantage of the services offered by the Academic Center for Excellence (<https://ace.uic.edu/>). The staff there can help you with reading, writing, study skills, and time management. Please contact them at 312-413-0031.

Finally, juggling all the responsibilities of being a college student can be difficult for anyone, particularly during this difficult time. I encourage you to pursue Counseling Services at UIC if you are having difficulty managing these responsibilities. You can receive free confidential services from the UIC Counseling Center (www.counseling.uic.edu). Please contact: 312-996-3490 or visit them in the Student Services Building at the corner of Harrison & Racine. Alternatively, the Counseling Center offers the InTouch Crisis Hotline for support, referrals, and telephone crisis interventions. Please contact: 312-996-5535 (6:00 p.m.-10:30 p.m.).

Academic Integrity. No form of cheating or plagiarism will be tolerated. Cheating and plagiarism include copying someone else's work, presenting someone else's work without proper citation, and so on. If it was not an idea that you or your group came up with, you *must* cite it. If it is a study that you did not personally conduct *in this paper*, you *must* cite it. If you are using someone else's words or materials (graphics, measures, etc.), you *must* cite them. Direct quotes must be kept to a minimum in both quantity and length. Though the research projects are group projects, each student must write their own paper. **You may not copy sections from your groupmates' papers.** If you are ever unsure of whether something constitutes cheating or plagiarism, please contact me. It is much better to ask ahead of time so you can avoid problems. If you cheat or plagiarize on any assignment in this class, you will be given a zero on the assignment and possibly a failing grade in the class. You will also be subject to official judicial charges by the Dean of Students. There will be no exceptions. For more information about violating academic integrity and its consequences, consult the website of the UIC Office of the Dean of Students at <http://www.uic.edu/depts/dos/studentconduct.html>.

Students with Disabilities. UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. I care about helping you, too. Reasonable accommodations can be arranged for students with various types of documented disabilities. Please give me your letter of accommodations as soon as you have it. I cannot arrange accommodations retroactively. If you have questions or need help in obtaining access and accommodations, the Office of Disability Services (ODS) is available to assist students and work with me as instructor. Please contact ODS at 312-413-2103 (voice) or 312-413-0123 (TTY).

Religious Holidays. Please contact me by the 10th day of the semester (the end of the second week) if you need to miss class or need an extension on an assignment due to a religious holiday. I will make every reasonable effort to honor your request, and you will

not be penalized for missing the class or turning the assignment in late. Please let me know as soon as you are aware if there is a conflict. For more information on UIC's religious holiday policy, consult the website at <https://oae.uic.edu/religious-calendar/>

Personal Emergencies. There will be no exceptions to the above policies unless you experience a personal emergency (e.g., personal illness or accident, death in the family). **If you have a problem, contact me as soon as you are aware of it.** I will work with you to help you complete the coursework to the best of my ability. Please do not hesitate to talk to me. The sooner I am aware of your situation, the more I will be able to help! I, and your other professors, want to see you succeed. Unfortunately, this can be difficult if you wait until the last minute (e.g., the day before an assignment is due). **I cannot help you if you contact me after the due date.**

PSCH 313 Course Schedule

Note: The specifics of this schedule may change over the course of the semester. I will never move assignments earlier, but I may push assignments back later if I believe that it will be beneficial to your understanding of the material. I will notify you of any changes to the schedule in class. **All assignments are due at the end of day (11:59:59pm CST).**

Week	Date	Topic	DUE
1	1/11	Introduction	
	1/13	Project 1 - Correlation	
2	1/18	Project 1 – Formulate Hypotheses and literature review	
	1/20	Project 1 – Find dataset and identify operational variables	
3	1/25	Project 1 – Intro to R & Cleaning your dataset	Project 1 Approval Form
	1/27	Project 1 – Data analysis	
4	2/1	Project 1 – Data analysis continued.	
	2/3	Project 1 – Writing an APA-style paper	
5	2/8	Experimental Research: Project 2 Introduction	
	2/10	Project 2 – Approval Form	
6	2/15	Project 2 – Approval Form	Project 1 Draft
	2/17	Project 2 – Intro to Qualtrics, prepare surveys	Project 2 Approval Form (End of Day)
7	2/22	Project 2 – Prepare surveys, finalize revisions	
	2/24	Project 2 – Data collection	

8	3/1	Project 2 - Data Analysis	Paper 1 Final
	3/3	Project 2 – How to give a Presentation	
9	3/8	Project 2 – Work on poster	
	3/10	Project 2 - Poster Presentations	Project 2 Presentations
10	3/15	Interactions: Project 3 Introduction & Work on approval form	Paper 2 Draft
	3/17	Project 3 – Approval form & Qualtrics/Finding dataset	
11	3/22	Spring Break	
	3/24	Spring Break	
12	3/29	Project 3 – Qualtrics & Data Cleaning	Project 3 Approval Form
	3/31	Project 3 – Revisions, preparation for data collection	
13	4/5	Project 3 – Data collection, research participation	Paper 2 Final
	4/7	Project 3 – Data collection, Analysis, work on poster and paper	
14	4/12	Project 3 – Data analysis	
	4/15	Project 3 – Work on paper and presentation	
15	4/19	Project 3 – Work on paper and presentation	Paper 3 Draft (Optional)
	4/21	Project 3 Presentations	Project 3 Presentations
16	4/26	Project 3 Presentations	
	4/28	Work on Paper	Paper 3 Final
		No Final	