

**PSYC341 Social Psychology Lab
(Fall 2020)
Syllabus**

Instructor: Li-Jun Ji (lijunji@queensu.ca)

TAs: Valentina (Tina) Mihajlovic, Daniel Hargadon

Office Hours: Tuesday 1-2 pm (Daniel), Thursday 11-noon (Tina)

Location: TBA

Class email: psyc341@queensu.ca

Class time (for synchronous sessions only): Monday 3:30-4:30pm, Thursday 9:30-10:30

We will have synchronous sessions for two weeks only (Oct 5-9, Nov 30-Dec 4)

Prerequisites: 203/241

You are expected to check your Queen's email on a regular basis as some course materials will be emailed to you.

COURSE OBJECTIVE:

This course aims to provide an introduction to the basic research methods for conducting social psychological research and to enable students to explore a substantive area of interest using valid empirical research methods. The course is divided into two main portions: lecture and laboratory.

- **Lectures (videos):** Students will learn principles of research methods in social psychology, develop a conceptual foundation for understanding how to design studies, conduct experiments, analyze data, and report and communicate findings.
- **Labs:** Through conceptualizing and executing a research project, the laboratory portion of the course will provide students with a more practical, hands-on experience, as they apply the basic concepts covered in lecture. Students will gain first-hand experience with selecting a research question pertaining to social psychology, conducting a literature review, formulating specific hypotheses from the research question of interest, designing an empirical study, collecting data, analyzing the data using relevant statistical analyses, giving an oral presentation of the results in class, and writing a paper to summarize the study and communicate the findings following the latest American Psychological Association (APA) Style Manual.

COURSE FORMAT:

Research project – You will complete a research project for this course.

Students are **required to** complete the Course on Research Ethics (CORE) and obtain the CORE certificate before anyone can begin data collection. We will have basic ethics training during the first week of class. To learn more about the general research ethics board, please read the information provided on the GREB page: <http://www.queensu.ca/urs/ethics/general-research-ethics-board-greb>

For the **research project**, students will work in groups, design their own experiment, and collect data as a group. Although students will work in groups for this, the literature review and analysis of the collected data must be conducted individually, and the paper must be originally and individually written up. Before groups can begin collecting the data for their studies, each group must submit a written proposal to be approved by the instructor/TAs. Students will have the opportunity to gain feedback on their ideas at their labs. The proposals must state the study's objective and provide a

detailed description of the design of the experiment. Groups must follow the following ethical guidelines to obtain approval:

1. Data can be collected only from adult human participants. You may not use people from special populations.
2. Participants must provide informed consent prior to any data being collected from them.
3. No identifying information (i.e., name, student identification number, etc.) can be associated with the participants' data. You must take steps to ensure that their responses remain anonymous and confidential. Results should be reported only at the group or condition level and not for specific individuals.
4. The procedure cannot involve either physical or mental harm to the participants, including embarrassment.
5. No information of a highly personal or sensitive nature as defined by the General Research Ethics Board (i.e., basically anything pertaining to the participants' sexual orientation or behaviors, psychopathologies like depression, and drug use or other illegal behaviors) can be gathered from participants.
6. Information gathered from this research is not to be disseminated outside the classroom setting.

All written reports (including the final paper) must be submitted in electronic format (e.g., Word, PDF, etc.) and must follow the format of the 6th edition of the *Publication Manual of the American Psychological Association* (APA). To read about what constitutes plagiarism, please read the handout provided by the Writing Centre: <http://www.queensu.ca/writingcentre/handouts/Plagiarism.pdf>.

Lab assignments and reports – The following assignments/reports are to be completed for the research project.

- Project rationale report: Summary of the hypothesis justified using relevant literature
- Project proposal (team): Summary of the research proposal (including ethics checklist) & Study materials
- Proposal Presentation (team): Team presents the proposal to get feedback from the class.
- Project data collection: Put study online & collect data
- Poster: Each student will submit a poster based on their research project

Poster Presentation – You will make an individual poster presentation (3 mins/person). After each individual on the team presents their poster, there will be a Q&A session for students as a group. Students and instructors will observe and evaluate each student individually.

Project Paper – The final paper is a 10- to 12-page (double spaced, 12-point font) written report of the research project. The paper should include the following sections: relevant literature review, research questions and hypotheses, rationale for your predictions, research design and methodology, analysis of the results (with graphs if applicable), brief discussion/conclusion of the findings, and references. The proposal format should conform to APA styles. The proposal is due on **the 9th of December 2020 (11:59 pm)**.

Article Critique. You will evaluate and critique an empirical article (details will be provided later)

Blog writing: It is important for us to be able to communicate scientific findings to the general public without using jargon. Can you write an engaging blog article (within 800 words) that your grandparents can easily understand and find interesting? Research papers will be assigned for this task.

Participation – Participation involves active participation in the OnQ Discussion forums (by asking questions and responding to other people), keen involvement in group work, and active participation in the Q&A sessions in the synchronous sessions.

It is super important to keep up with the laboratory work, as it's almost impossible to make up with it. Please keep up with the online lectures and tutorials, and engage actively with your team once assigned.

EVALUATION:

Students are expected to write and submit all lab assignments/reports on the indicated due date. Everything will be individually written up and graded except for research proposal and its presentation. For team proposal and team proposal presentation, assessment will be performed group-wise, while we will consider peer evaluation of each team member's contribution.

Late assignments

Penalties will be applied to late lab reports assignments. 10% deduction will be applied for each day an assignment is late. Therefore, it will important to plan ahead of time, and get in touch with us as soon as hurdles come up.

GRADING BREAKDOWN:

- Research ideas (bonus 1%)
 - Qualtrics (5%)
 - Research project rationale report (10%)
 - Research project proposal (TEAM 10%)
 - Proposal TEAM presentation (5%)
 - Project data collection (including putting study on Qualtrics) (5%)
 - Research poster (Individual; 10%) and presentation (5%)
 - Research project final paper (25%)
- Article critique (10%)
Blog writing (10%)
Participation (5%)

LEARNING OUTCOMES:

Upon successful completion of this courses, students will be able to

- Use PsycINFO and Google Scholar to conduct a literature research on a given topic in social psychology
- Use a web platform (Qualtrics) to design and conduct a questionnaire-type survey
- Manage and analyze data with SPSS
- Critically evaluate methodology of empirical research in social psychology
- Develop skills in presenting research findings, including providing background material, highlighting key results, outlining the implications of the work, and writing in a plain language.

Technology

- You need to have SPSS installed on your computer, which is free for Queen's students (<https://www.queensu.ca/its/software/available-software/spss>)
- **Web Browsers**
onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.
- For the synchronous sessions, you need access to a webcam and headset.

Tentative course schedule

Week	Date	Video Topics	Lab
1	Sept 8-11	<ol style="list-style-type: none"> 1. Introduction 2. CORE and GREB (TA) 	<ol style="list-style-type: none"> 1. Sign up CORE account, complete CORE certificate; certificate emailed to TA by 12th Sept 2020, 11:59pm 2. Introduce self to class via Discussion forum (by including a link to your personal 1-2 min video) https://web.microsoftstream.com/video/75e32d4c-798c-4658-8412-0783f48a8d07 [instruction for embedding a link to OnQ] 3. Complete the information survey (to introduce yourself to Dr. Ji) 4. Complete a Survey (research topics/hypothesis)
2	Sept 14-18	<ol style="list-style-type: none"> 1. Research Methods I 2. Qualtrics (TA) 	<ol style="list-style-type: none"> 1. Qualtrics homework due Sept 19th 2. Complete another survey on research topic preference
3	Sept 21-25	1. Research Methods II	<p>Form groups of 4-5 people and choose a research topic for the Research Project</p> <p>As a group,</p> <ul style="list-style-type: none"> • discuss the research question and hypothesis • identify potential search terms • conduct a literature search to support the hypothesis. <p>After team discussion, meet with the TAs (20 mins/team) during the same week.</p> <p>Research Project Rationale write up: Report research question, hypothesis, and the rationale for the hypothesis supported by the relevant literature in 1-page</p> <ul style="list-style-type: none"> • Individually written up • Template provided • due on 27th Sept 11:59pm
4	Sept 28 –Oct 2	1. Be a competent consumer of scientific research	<p>Design Research Project as a group:</p> <ul style="list-style-type: none"> • Design an online experimental study that tests the hypotheses of your research topic • Operationalize and measurement of the relevant IVs and DVs • Specify the research design (e.g., between- or within-subject design) • Identify and address potential confounds, etc. <p>Afterward, Meet with the TAs (20 mins/team)</p> <p>Article critique due on Oct 5th by 11:59pm</p>
5	Oct 5-9 Synchronous	Team presenting their proposal (hypothesis and design)	8 minutes each team, 10 minutes for Q&A

	session	<p>Revise research design (based on feedback) and prepare all relevant experimental materials (including consent and debrief forms, etc.) as a group</p> <p>Project Proposal: Power analysis to decide on sample size</p> <ul style="list-style-type: none"> Summarize the research proposal using the template (see GREB form) provided Include ethics checklist Include all relevant study materials <p>Proposal, GREB form and peer evaluation due on 13th Oct 11:59pm</p>	
6	Oct 13-16	1. Communicating Assign articles for blog writing 2. Research Methods (TA)	Finalize research design, putting study on qualtrics Data collection may begin as soon as approval is obtained from TAs.
7	Oct 19-23	Research Methods (TA)	Blog articles due on Oct 25, 11:59pm Collecting data
	Oct 26-30	Fall Break	
8	Nov 2-6	Data management (TA)	Project data collection due on 6 Nov 11:59pm
9	Nov 9-13	Data analysis (TA)	Data cleaning and analysis for Research Project
10	Nov 16-20	Creating tables and figures using excel/words (TA)	Data analysis
11.	Nov 23-27	Making a poster (TA)	Make a poster Poster (soft-copy) due on 27th Nov, 11:59pm Prepare for your poster presentation next week
12	Nov 30-Dec 4 Synchronous session	Poster presentation and Q&A Final Paper due on Dec 9th 11:59pm	

COPYRIGHT OF COURSE MATERIALS

Course materials created by the course instructor, including all slides, presentations, handouts, tests, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

ACADEMIC INTEGRITY

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate

students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Turnitin

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

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Letter grades

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (O)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

