

PSYC341 Social Psychology Lab
Fall 2022
Syllabus

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

Class time and location: **Fridays 8:30-11:30, Humphrey 219**

TA: Samantha Xiao Shang

TA office hour: 1pm-2 pm Wednesdays (in-person H205 or Zoom)

Zoom meeting link:

<https://queensu.zoom.us/j/5091061141?pwd=dzlkMGZVKzE2QUdJYnR0b251RUp2QT09>

Meeting ID: 509 106 1141 (Passcode: 053962)

TA email: psyc341@queensu.ca

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:** 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 American Psychological Association (APA) Style Manual 7th edition.

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: <https://www.queensu.ca/vpr/ethics/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/TA. 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 7th 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 (individual): Research hypothesis supported by relevant literature

Project proposal form (team): Summary of the research proposal (including ethics checklist) & Study materials

Proposal Presentation (team): Team presents the proposal to get feedback from the class.

Preregistration (team): Preregistration of the data clean & analysis plan

Project data collection: Put study online & collect data

Poster (individual): Each student will submit their own poster based on their research project

Poster presentation (team)

Final project paper (individual)

Poster Presentation – You will make a TEAM poster presentation, followed with a Q&A session for students as a group.

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), brief discussion/conclusion of the findings, and references. The paper should conform to APA styles. The proposal is due on **the 9th of December 2022 (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 class.

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 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 is important to plan ahead of time, and get in touch with us as soon as hurdles come up.

GRADING BREAKDOWN:

- Research rationale report (Individual 5%)
- Proposal presentation (TEAM 5%)
- Research proposal (i.e., GREB form, TEAM 5%)
- Preregistration (TEAM 5%)
- Project data collection (including putting study on Qualtrics) (TEAM 5%)
- Research poster (Individual; 10%) and presentation (TEAM; 5%)
- Research project final paper (Individual 30%)

Article critique: Individual 10%

Blog writing: Individual 10%

Participation: Individual 10%

LEARNING OUTCOMES:

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

- Use PsycINFO and Google Scholar to conduct 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 or R
- 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.

COPYRIGHT OF COURSE MATERIALS

This material is copyrighted and is for the sole use of students registered in Psyc341. This material shall not be distributed or disseminated to anyone other than students registered in Psyc341. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

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.

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

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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). 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](#).

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Li-Jun Ji

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with Dr. Ji or Samantha by email within 3 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Tentative course schedule

Week	Date	Lecture	Lab
1	Sept 9	Introduction	<p>CORE and GREB (TA)</p> <p>Tasks: Sign up CORE account, complete CORE certificate; certificate emailed to TA by 15th Sept 2022, 11:59pm</p>
2	Sept 16	Research Methods I	<p>Form groups of 3-4 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 teaching team.</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 <p>due on Sept 22th by 11:59pm</p> <p>Task: research topic preference</p>
3	Sept 23	Research Methods II	<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 teaching team.</p> <ul style="list-style-type: none"> • proposal presentation ppt due on Sept 29.
4	Sept 30	<p>Team presenting their proposal (hypothesis and design)</p> <p>Revise research design (based on feedback) and finalize all relevant experimental materials (including consent and debrief forms, etc.) as a group</p>	
5	Oct 7	<p>Project Proposal GREB Form:</p> <p>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>Work on GREB form; GREB form and peer evaluation due on 18th Oct by 11:59pm</p> <p>Qualtrics (TA) Extra resource: https://youtu.be/slsta7zqC2I</p>	

	Oct 14	Fall Break	(No Class)
6	Oct 21	Be a competent consumer of scientific research	Finalize research design, putting study on qualtrics Data collection may begin as soon as approval is obtained from the teaching team. Article critique due on Oct 27th by 11:59pm
7	Oct 28	Research Methods III	Preregistration (TA) Preregistration due on Nov 1 by 11:59pm Collecting data
8	Nov 4	Communicating (Assign articles for blog writing)	Data collection due on Nov 10 by 11:59pm
9	Nov 11	Data management Data analysis (TA)	Data cleaning and analysis for Research Project Blog articles due on Nov 12 by 11:59pm
10	Nov 18	Creating tables and figures using excel/words (TA)	Data analysis
11.	Nov 25	Making a poster (TA)	Make a poster Poster (e-copy) due on 29th Nov by 11:59pm Prepare for your poster presentation next week
12	Dec 2	Poster presentation and Q&A [peer ratings] Final Paper due on Dec 9th by 11:59pm	