

RESEARCH IN SOCIAL PSYCHOLOGY

Psychology 395 (Section 001)

Fall 2015

4:00 – 5:20 PM Tuesday/Thursday

PAS 4032

Instructor: Dr. Igor Grossmann

Office: PAS 3047

Office Hours: Tuesday 1:00 – 2:30 or by appointment. Please contact me if this time does not fit with your schedule; I'm sure we can find a time to meet.

Phone: 888-4567, ext. 31793 **Email address:** igrossma@uwaterloo.ca

TA: Henri Santos

Office: PAS 3252

Office Hours: Tuesday 11:00 – 12:00 or by appointment

Email address: hcsantos@uwaterloo.ca

Course Aims

By the end of this course: (1) you should be competent consumers of social psychological research, able to evaluate empirical articles as well as media messages about research findings; (2) you should be prepared to conduct your own social psychological research.

Course Components

Quiz. During the second class session, we will have a quiz on basic research methods concepts. See the list of concepts. The quiz will involve applying the concepts to a short empirical article. If you earn more than 80%, you will get up to 3 bonus points towards your grade.

Assignments and assignment presentations. In small groups, you will work together with other students to complete three assignments and to make short presentations to the class on these assignments. The goal of the assignments is to lead you through the basic steps of creating your own research projects.

The grades will be assigned as follows: Each group of 4 students will be given a grade out of 40 on their presentation; groups of 5 students will be given a grade out of 50. You will then evaluate yourself and each group member's contribution to the presentation by assigning each person a grade out of 10. The sum of all individual grades cannot exceed the total number of points that you were assigned (out of 40 or 50, depending on group size).

For example, say your group receives a mark of 36/40. You will then have 36 points to divide amongst the group members. If everyone contributed equally, you may choose to assign each person an 8/10 (i.e., divide the points equally). If contributions were not equal, you may choose a different arrangement. For example, if you feel that someone else worked very hard on the presentation and you did not put as much effort into it, you may assign that person 10/10 and assign yourself a 6/10 (and then assign the remaining 16 points to your other group members accordingly for a total of 36 points).

If you receive 40/40 (or 50/50) but you do not feel that all group members contributed equally, you may award some group members scores higher than 10/10 (e.g., 11/10) and other

group members scores lower than 10/10 as long as the sum of all individual grades does not exceed the total number of points that you were assigned.

You will submit these ratings on LEARN after each presentation and they will be **confidential**. Peer ratings are due within one week of your presentation. Your final grade for each assignment presentation will be determined by averaging the ratings that you received from your group members (including yourself).

Article critiques. You will evaluate 2 empirical articles. Please prepare a 1-1.5 page outline summarizing the article. Follow the example of the outline attached to this syllabus. Your papers must be typed, single-spaced, framed in 1-inch (2.5 cm) margins, and typed in 12-point font (i.e., the size of this font). Please turn in critiques online. Critiques will not be accepted after discussed in class. To ensure anonymity and unbiased grading, please name **your file name** so that it's like this: StudentID.fakenickname. e.g., 1234567.BOZO; 98765432.quagmire; 34567890.love395. Please also put that file name at the top of your article critique on the first page. Use any nickname you want (except your real name). Following this procedure will make things **much** easier for me and the TA.

Theory groups. At the beginning of the term you will select a theory to work on along with a small group of fellow students also interested in that theory. A table with references relevant to that theory will be provided to you. *Pick your group wisely – these are the people whom you will be working on several projects on until the end of the term.* Over the course of the term, you will develop a research proposal for an experimental study (to be described in more detail below). These research projects will be relevant to a theory prominent in social psychology. At a minimum, each group member should read the articles/chapters listed on that table. You will read several more papers as you prepare your research proposal.

Research proposal. Although students will work in theory groups, each student will create an **independent research proposal**. Your proposal may test a hypothesis drawn from the theory, extend the theory in a new direction, or challenge the theory. The hypothesis may either be (1) original *or* (2) the same as one already addressed empirically, but for which you propose a novel, superior method for addressing it. In the 5th and 6th weeks of class, you are required to meet with the instructor or TA about your research proposal ideas (meet with the instructor one week and the TA the other week). Before the meeting in the 5th week, you **are expected to have read** a research proposal written by a previous student in this course (available online).

You will submit your research proposal in two parts. First, in Week 8 or later, you will turn in a 3-4 page (before references) double-spaced paper concerning your hypothesis and theoretical rationale. By Dec 3rd you will turn in a 5-6 page double-spaced paper concerning the method. These papers will be evaluated for soundness and clarity of the theoretical rationale, the care with which you selected your design, procedure, and measures, and clarity of the writing. Plagiarism on your research proposal will result in failure; please discuss any concerns about the originality of your work with me or the TA.

Research proposal presentation. An important part of a research project concerns the presentation of the results. In Weeks 7 – 12 of the term, students will present their research proposals to the class. Each presentation should be clear and engaging. Encourage your fellow

students to give you candid, constructive feedback about the **strengths** and *weaknesses* of your project.

Opportunity: If you volunteer to present your proposal first (in Week 7), you will receive no lower than a 95% on your presentation, plus you will have more time to revise your paper in light of the feedback from the presentation. Beyond the individual benefit, you will also **do good** for the other people. Your presentation will be critiqued in class, with strengths and weaknesses noted, so that the rest of the class can learn from your example.

Attendance and Participation

The success of this course depends on the active participation of everyone. You will be expected to play an active role in classroom activity. Classroom activity will revolve around small- and large-group discussions that will involve: assignments, preparing your research project, critiquing empirical articles, participating in the ethical review process, and commenting on other students' research proposal presentations. To encourage participation, 10% of your final grade will be awarded for class activity and group participation as determined by myself and the TA. Given the importance of class participation, class attendance for each *entire* class session is mandatory. For every 10 minutes absent, you will be docked 5% off your class participation mark. The instructor will count on each of you to show up! You will be allowed to miss 3 classes (excluding the first class) without penalty. Note: Even if you are absent, you are still responsible for contributing to group work, and finding out what material was covered in class and any announcements. Any additional absences (beyond 3 classes) for entire class sessions will result in 20% off your class participation mark.

Weighting for Course Grades

Class participation (in small groups and in whole class)	10%
Assignment presentations	20%
Article critiques	25%
Research proposal presentation/poster	5%
Research proposal paper—theory and hypothesis	20%
Research proposal paper—method	20%

Late assignments will be docked 5% each day.

<u>Date</u>	<u>Wk</u>	<u>In-Class Topic</u>	<u>Due dates</u> Unless otherwise noted, on LEARN by 2PM.
Sept 15	1	Syllabus & Introductions	
Sept 17		Application of basic concepts (Quiz) and the review	
Sept 22	2	Assignment 1 group work Choose theory group	
Sept 24		How to critique research articles Meet with theory group	Prepare practice article critique, bring it to class and be ready to discuss it in class.
Sept 29	3	Assignment 1 presentations	Critique#1 due Sept 30 th , 11pm.
Oct 1		Assignment 2 group work	
Oct 6	4	Go over Article Critique#1 Meet with theory group	Have min. 2 theory group articles read.
Oct 8		Assignment 2 presentations	
Oct 13	5	Assignment 3 group work	Meet with instructor or TA this week to discuss your ideas for research proposal.
Oct 15		Assignment 3 presentations	Critique#2 due Oct 16 th , 11 pm.
Oct 20	6	Go over Article Critique#2	Meet with instructor or TA this week to discuss your ideas for research proposal.
Oct 22		Meet with theory group	
Oct 27 -29	7	Research proposal presentations	
Nov 3 & 5	8	Research proposal presentations	Hypothesis papers for students who presented on Oct 27 or 29.
Nov 10 & 12	9	Research proposal presentations	Hypothesis papers for students who presented on Nov 3 or 5.
Nov 17	10	Research proposal presentations	Hypothesis papers for students who presented on Nov 10 or 12.
Nov 19		PsycInfo and RefWorks	Note: This class takes place in the Arts Computing Office Labs - PAS- 1237.
Nov 24 & 26	11	Research proposal presentations	Hypothesis papers for students who presented on Nov 17.
Dec 1	12	Research proposal presentations (if necessary)	Hypothesis papers for students who presented on Nov 24.
Dec 3		Research proposal presentations (if necessary)	Hypothesis papers for students who presented on Nov 26. Method papers due Dec 3.
Dec 8			Social hour

QUIZ Terms you MUST know BEFORE this class, i.e., basic research concepts:

internal validity	manipulation vs. measurement
threats to internal validity	interaction
external validity	reliability of measures
construct validity	-internal consistency
experiment	-test-retest
correlational study	independent variable
demand characteristics	dependent variable
experimenter bias	continuous vs. categorical variables
between-subjects designs	operational definition
within-subject / repeated measures designs	confound
factorial design	error vs. bias
random assignment	

Message from Heather Smith

It is your responsibility to check e-mail regularly for important and time sensitive messages. You should use your UW account for all e-mail correspondence to UW personnel for reasons such as identification, reliability, and security. Note that higher priority may be given to e-mail received from UW accounts versus other accounts such as hotmail, yahoo, etc. See "Official Student Email Address" for further details: <http://www.adm.uwaterloo.ca/infocist/emailuse.html>

The home page for the psychology department: <http://www.psychology.uwaterloo.ca/>

Messages from the Department of Psychology and the Faculty of Arts

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students:

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:
Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed uWaterloo Verification of Illness Form: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:
1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Article Critique Outline

(if the article includes multiple studies, **summarize only the assigned study, e.g., study 1**)

Your ID code: _____

Article reference: (e.g., Rosenberg et al., 1995—you don't need to include the rest of reference)

Authors' main hypothesis:

Why this issue is important (e.g., theoretical contribution, practical implications):

Main independent or predictor variables (**brief** descriptions):

Conceptual level—

Operational level—

Main dependent or outcome variables (**brief** descriptions):

Conceptual level—

Operational level—

Most important finding (or two):

Strengths of the study: (use point form)

Weaknesses of the study: (use point form)

Assignment #1

As a group, you are to come up with two variables (a predictor variable and a dependent variable) that you believe (based on experience or real-world observations) there to be a relation between, and are interested in understanding the relation between. The relation between these two variables must be causal in nature (according to your hypothesis), and relevant to social psychology. You should think carefully when deciding which two variables you pick, since you will be dealing with these two variables for the remaining assignments.

For your presentation in the next class (10 minutes maximum), tell the class about the following:

1. What are your two variables at the conceptual level?
2. How do you think these two variables will relate? That is, what is your hypothesis?
3. Tell us how/why you developed your hypothesis. That is, what led you to believe your independent variable will be causally related to your dependent variable? (Hypotheses can come from anywhere; an existing theory, an example or story from your life, something you have observed, heard about, read, etc.)
4. What will understanding the relation between these two variables tell us, if anything, about the human mind, social functioning, or social problems?
5. Give the bare-bones outline of a *correlational* study to test this hypothesis. Don't go into any detail about your operationalizations—just say what you want to measure for the predictor and dependent variables. Also, for this exercise, please do not plan to use self-report measures to operationalize the predictor and dependent variables (i.e., do not ask participants questions). **Hints:** Capitalize on the best thing about correlational studies, namely that they allow one to capture processes as they naturally occur in the real world. So, for example, don't bring participants in the lab.

Assignment 2

Use the same hypothesis that you used for Assignment 1, unless feedback from your presentation led you to realize that the hypothesis was flawed. Your task now is to operationalize both your independent and dependent variables in a true experimental design. That is, you need to decide how you can best manipulate your independent variable and measure your dependent variable. In doing so, you need to be precise. For your presentation—10 minutes maximum—please address the following questions:

1. How will you be manipulating your independent variable?
2. How will you measure your dependent variable? Why did you choose this particular measure?
3. What might potentially be confounded with your independent variable? That is, what might vary with your independent variable manipulation other than what you are interested in? If you don't think anything will vary between conditions other than what you are interested in say so, but, be warned, you're probably wrong.
Please make sure your answer to this question involves a confound that's a product of your operationalization--not something else in the context that would create a confound for any operationalization. Hint: Don't work so hard to rule out confounds that you can't identify a plausible one!
4. Generally, we trust random assignment. But, if you could be sure that one individual difference variable was distributed equally between your conditions, what would it be? In other words, if not equally distributed between conditions, what individual difference variable might affect your dependent measure?

Assignment 3

For your presentation (10 minutes maximum), please come up with a mediating variable. This is a mechanism through which your predictor variable affects your dependent variable—the link (or *a* link) in the causal chain between your predictor and dependent variable. Think of it as *why* your predictor variable has an effect on your dependent variable. (Or, at least as *part* of the reason why).

1. Describe why your original independent variable will affect your dependent variable.
2. In the experiment you described for Assignment 2 (or an improved version you created after class feedback), add a measure of your mediating variable.
3. Design a new experiment to test your mediating variable. That is, turn your proposed mediator into an independent variable and test its effects on your DV. You no longer have to worry about your original IV.