PSYC 420 – Experimental Laboratory in Social Psychology

University of Maryland – Fall 2015

**Lecture (Section 0201):** Monday & Wednesday 11:00am–11:50am; BPS 1236

**Lab Meetings:**
- Section 0201: Friday 12:00 – 1:50pm, CHE 2136
- Section 0202: Friday 2:00 – 3:50pm, BPS 1238

**Instructor:** Dylan Selterman, Ph.D.  
dselter@umd.edu

**Office:** BPS 1147-K

**Office Hours:** Wednesday 3:00 – 4:30pm and by appointment

**Graduate TA:**
Brandon Terrizzi: terrizzi@umd.edu  Office hours Fridays: 12:30 - 1:30pm in BPS 0152


**Supplemental Readings:** Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <http://www.socialresearchmethods.net/kb/> (version current as of October 20, 2006). Other required readings are listed or hyperlinked on the Course Schedule and will either be posted on the course website or available at an external website.

**Recommended Resource:** APA Publication Manual (6th ed.)

**SPSS Software:** You will need access to SPSS equipped computers outside of class for exams. Several labs on campus are SPSS equipped and open to students:
- LeFrak Lab #2: http://www.oacs.umd.edu/ComputerLabServices.asp
- To find other campus labs with SPSS equipped computers: http://it.umd.edu/as/cl/index.html
- UMD students can also purchase SPSS from the Terrapin Technology Store for $35 (this buys 2 licenses, so if you buy it with a classmate it will only be ~$17.50 each).

**COURSE GOALS/ FORMAT**

**COURSE DESCRIPTION**
The aim of this course is to foster creative, competent producers and consumers of social psychological research. With this course, you will gain an increased familiarity with research methods in social psychology, as well as design & implement research designed to test theories and hypotheses pertaining to social (mental & behavioral processes) psychology.
The experimental approach will be emphasized. However, because experimentation is not suitable for all research questions and/or contexts, non-experimental approaches (e.g., correlational designs, quasi-experiments) will also be covered. Specific methods include: (a) affective/semantic priming, (b) observational methods, and (c) narrative content analysis, among others.

This class meets twice weekly for lecture and once weekly for lab. The labs will provide students with the opportunity to apply and extend upon concepts taught in lecture.

**Note: Some of the material covered in this course will overlap with pre-requisite course material. However, you are expected to have adequate knowledge and familiarity with the basics of research methods in psychology. This information is covered in pre-requisite courses (e.g., PSYC 100; PSYC 221; PSYC 300). If you have not taken these courses or if you have forgotten the course content/material, you are required to re-familiarize yourself (which may require extra independent work).

**LEARNING OUTCOMES AND OBJECTIVES**

The learning objectives for this course are based on the UMD Department of Psychology’s learning outcomes, which include developing students’ abilities in the following areas:

- Research methods
- Critical thinking
- Communication and Presentation
- Content

Specific course learning objectives include proficiency in:

- Conducting literature searches/reviews
- Critical consumption of existing research
- Hypothesis generation
- Writing in APA-style
- Research design
- Data collection
- Carrying out statistical analyses (e.g., correlation, ANOVA, regression) in SPSS
- Effective written and oral communication of research ideas & findings

The course combines a review of the foundations of psychological research (e.g., hypothesis generation, experimentation), as well as a focus on advanced procedural methods and techniques for social psychological research (e.g., priming, coding). In addition, we will focus on data management, analysis, and presentation. Altogether, this course will provide an in-depth, hands-on introduction to the world of conducting research in social psychology, from start to finish.

**COURSE FORMAT**

**LECTURES AND LAB**

This class meets three times a week, twice for lecture and once for lab. The lectures will be largely based upon the textbook, however additional information will be used to supplement this content. The labs are designed to reinforce and extend upon the concepts taught in lecture, and to assist with the nuts and bolts of writing scientific papers in psychology. Students are responsible for all material presented in lectures and labs, including course content not found in the textbook, administrative announcements, etc. There will be an assignment due at the beginning of most labs.
and lectures. Unless otherwise noted in the assignment, late assignments will result in a grade deduction.

In addition to my lectures, lecture class time will also be used to bolster students’ presentation skills. To that end, all students will be required to present research articles to the rest of the class. Presentations will be approximately 10-15 minutes each, with a few minutes for Q&A.

ATTENDANCE

Lecture. Attendance in lecture is necessary given the inherent difficulty of the course content. Lecture is not confined to me “lecturing” you the entire class period. It is also a time for collaborative discourse and discussion. I expect those of you with questions, ideas, or other information potentially useful for other students’ work not to hesitate to share. Although attendance will not be taken for a grade, your participation in lecture will be monitored qualitatively, and will be part of the basis for determining improvement in performance across the semester. If any issues arise with regards to grading, participation will factor into decision-making for course outcomes.

Lab. Lab attendance is mandatory, as it essential to the success of both the individual and his or her research project group. Each student may miss two labs for any reason without penalty. For every additional lab missed, 10 points will be deducted from the total points earned by the student (1000 possible). If missing a lab is unavoidable, it is the student’s responsibility to contact his or her group members beforehand and make appropriate arrangements. Assignments are due at the beginning of lab, regardless of whether or not the student is in attendance.

REQUIRED READING

Students are required to read the assigned chapters in the textbook prior to each lecture (this will be assessed with the worksheet questions on Canvas) and come to each class prepared with any questions. Required reading not from the textbook (i.e., journal articles) will be uploaded to Canvas as needed.

ASSIGNMENTS & GRADING

Grades are based on students’ performance on course assignments and exams. I will work to ensure that assignments and exams are fair and assess the content covered in course meetings, the textbook, and other assigned readings or activities. I expect students to meet me halfway by preparing themselves adequately (e.g., doing the readings, working effectively on assignments, learning from mistakes, studying effectively, coming to my office hours for help). We do not curve grades.

Participation – 10%

You will be expected to participate during lecture. You will be assigned to 1 presentation during the semester, in which you will present the details of a previously published study (not your own). On the days that you are not presenting, you will be expected to participate with questions and thoughtful responses. This is also to demonstrate that you are keeping up with the readings. I also expect that you contribute at least 1 thoughtful comment/question during class. You may also have the opportunity to do a second presentation for extra credit (if time permits), on a first-come, first-served basis. Furthermore, your participation grade will also be determined by peer assessments of your work in groups. At the end of the course, all students will submit peer evaluations of others in their project groups, and those who receive consistently poor evaluations (in terms of effort, not personality) will receive a grade deduction.

Lab Homework – 10%

Homework assignments will be due almost every week (see schedule below). Lab homeworks ensure that you are making progress on the group research project and will receive a completion grade. In addition, lab
homeworks will also give you hands on experience with social psychological research methods. ALL homeworks will be submitted to your TAs, and the TAs will grade them. Late submissions will receive a grade of zero.

One of your homeworks will consist of an oral exam with Dr. Selterman, in which your group must be able to clearly and correctly articulate your hypothesis, variables, and all effects (including mediating or moderating effects). This must be completed no later than Friday October 10th and must be scheduled outside of regular class time at your group’s convenience. Ideally, this will be completed during the first week of October, after all groups have finalized their study goals and hypotheses.

**Group Project – 35%**
The largest portion of your final grade in the course will be a group research project that you conduct over the course of the semester. In groups of three, students will: develop an original social psychological hypothesis, design and carry out an experiment that tests it, analyze their data using appropriate statistical techniques, interpret their results, and present their empirical findings in both oral and written form. Lab meetings each week are designed to guide you through the research process from start to finish.

Everyone can relate to having a bad experience with a group project, and in those cases it always seems to be either social loafing (someone not doing their share of the work) or conflict that isn’t handled well (disagreements over what to do or how to do it). Luckily, Social Psychologists have been studying groups and you’ll learn why loafing and conflict occur and what we can do to combat it. There is a considerable amount of collaborative work in this course, so to assess the extent to which you have developed and practiced strong group skills a portion of your grades will be based on intra-group evaluations. This is an essential professional skill and the perfect course to refine it in. The intra-group evaluation will assess your strengths in collaborative environments and identify areas for you to improve your skills. There are five things that you will develop and demonstrate… a valued team member:

<table>
<thead>
<tr>
<th>Takes Initiative</th>
<th>Eagerly contributes ideas and effort and voluntarily takes on responsibilities that advance the group’s collective effort.</th>
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<tr>
<td>Is Responsive</td>
<td>Actively participates in group discussions, both in-class and online, and responds to requests and email communication in a reasonable timeframe (within 24 hours unless otherwise requested).</td>
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<tr>
<td>Is Reliable</td>
<td>Submits individual work by the agreed upon deadline and does not miss scheduled meetings.</td>
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<tr>
<td>Produces Quality</td>
<td>Submits individual work that is of excellent quality and requires no substantial revisions.</td>
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<tr>
<td>Is Collegial</td>
<td>Actively maintains a positive, team-oriented attitude and supports the group and its members, even during times of disagreement.</td>
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Much like in the “real” world, none of us have the right to expect that others will do our work for us, and none of us are entitled to benefits (e.g., grades, salaries, bonuses, awards) that we did not personally work to earn. Social loafing will not be tolerated... All students will sign an academic performance contract before joining a group. No one wants to be the type of person that no one else wants to work with. A group member who fails to adequately contribute to his or her group may be dropped from the group at any point in the semester, pending approval by the group’s lab leader. In order to drop a group member, a written petition must be submitted to the TA that (1) explains the ways in which the offending group
member has failed to live up to his or her responsibilities and (2) provides documented evidence in support of these accusations, where applicable.

Note: Although the study formulation (e.g., hypotheses, methods) and data collection will be done in groups, the final paper write-up will be done individually. What this means is that within each group, all group members will have the same Introduction, Method, and Results sections, but the Discussion section will be unique for each individual student. Each student submits his/her own final term paper culminating the semester’s work.

The point breakdown for the various components of the research project is as follows:

1. In-lab proposal presentation: 10% (or 3.5% of final course grade)
2. Written proposal*: 35% (or 12.25% of final course grade)
3. Poster presentation: 10% (or 3.5% of final course grade)
4. Oral presentation: 15% (or 5.25% of final course grade)
5. Final research report*: 30% (or 10.5% of final course grade)

TOTAL = 100% (35% of final course grade)

*Both the written proposal and final research report must be submitted in electronic form. Paper copies will not be accepted.

A detailed description of the Group Project and each of the above components is provided on Canvas.

Midterm exam – 15%
The midterm exam will be closed-book and will consist of multiple choice and possibly short answer questions. Students should arrive to the exam on time. No student will be allowed to start the exam once the first student finished has turned in his or her exam and exited the room.

A review sheet will be posted on Canvas one week before the exam and the class prior to the exam will be reserved for an unstructured review session. Students should look over/work through the review sheet beforehand and come to the exam review prepared with questions.

Final exam – 30%
The final exam will be comprised of both an in-class closed-book component (75%) and an open-book take-home component (25%). A review sheet will be posted on Canvas two weeks before the official University exam date for this course. The final class meeting will be reserved for an unstructured review session. Students should look over/work through the review sheet beforehand and come to the exam review prepared with questions.

Note: You will not be permitted to use the bathroom during in-class exams.

Note: No student will be allowed to start an exam once the first student finished has turned in his or her exam and exited the room.

Note: I encourage you to go over your exams with the TAs, especially if your grade does not match your performance goals. For any given exam, you have until the next exam is given to review it with the TAs. In other words, you have until the date exam #2 is given to review exam #1 with the TAs or myself.

In-class (closed-book): TBA
The closed-book portion of the exam will be cumulative and will consist of multiple choice and short answer questions. No student will be allowed to start the exam once the first student finished has turned in his or her exam and exited the room.

**Take-home (open-book): Posted Monday December 7th; Due Monday December 14th at 9:00am***
The take-home portion of the exam will require that students carry out a series of statistical analyses in SPSS and interpret their findings. Students will have one week to complete the take-home part of the exam and may consult any written resources they wish. Under no circumstances may students obtain assistance from other individuals (students or otherwise).
*40% will be deducted from the earned score of take-homes turned in on December 14th after the 9:00am deadline. An additional 20% points will be deducted for each day thereafter.

**Grade Disputes:**
All grade disputes must be provided in writing and initiated no later than one week after the grade is posted. The TAs and I are happy to discuss grades for the purpose of helping students improve in the future. However, please note that grades are rarely changed unless there was a mistake in the scoring.

**EXTRA CREDIT**

**Extra credit**
Each student may earn up to 5 percentage points of extra credit on their final course grade (e.g., 90% to 95%). Students may use any combination of the following to earn up to 5 percentage points, as follows:

1. Participation in classmates’ research studies (including PSYC 440):
   a. 12 studies = 2 percentage points
      **Note:** This is based on 1 study entailing approximately 10 minutes participation.
      Therefore, approximately 6 studies = 1 hour of participation, and 2 hours (12 studies) = 2 percentage points of extra credit.

2. Psychology Department SONA research participation (credit studies only, no paid studies):
   a. 1 credit (1 hour) = 1 percentage point; 3 credits = 3 percentage points.

If you have never done SONA studies before, you can learn about the subject pool here [http://psychology.umd.edu/undergraduate/participating-research](http://psychology.umd.edu/undergraduate/participating-research) and you can sign up for research studies by going to [http://umpsychology.sona-systems.com](http://umpsychology.sona-systems.com). Each credit of experimental participation is equal to 1 point of extra credit on your final course average (ex: 2 SONA credits brings you from 89 to 91). This will be taken into account after all other grades and credits are factored in. For more information, see the instructions page here: [http://ter.ps/sonainstruct](http://ter.ps/sonainstruct), the blog here: [http://umdpsyc.blogspot.com/p/sona.html](http://umdpsyc.blogspot.com/p/sona.html), and the psychology department’s website or the YouTube video [http://www.youtube.com/watch?v=tIDAjBHIWWwg](http://www.youtube.com/watch?v=tIDAjBHIWWwg).

For all SONA-related questions, please contact Steve Young, who is the SONA administrator in the psychology department main office. The contact email is SONAhelp@umd.edu.

Also please note these very important links that Steve has asked me to share with you:

**SONA Participant Tutorial YouTube Video**
[http://ter.ps/sonatutorial](http://ter.ps/sonatutorial)
SONA Research Alternative Form for students who wish to not participate in experiments
http://ter.ps/researchalt

Note: I encourage you to take advantage of extra credit, but be aware that no amount of extra credit can effectively boost a failing grade. An “F” cannot turn into a “D” with extra credit. Other extra credit opportunities, if they are offered, will be announced in class and cannot be made up if missed.

UNIVERSITY & DEPARTMENT POLICIES

As a member of this campus community I expect that you are aware of, and will adhere to, all relevant policies that relate to this course. All university policies can be found at www.president.umd.edu/policies.

ACADEMIC INTEGRITY

Academic integrity is the foundation of science and the policies will be strictly enforced. Any indication of academic dishonesty (including but not limited to cheating, plagiarism and falsification) will be referred to the Office of Student Conduct (www.osc.umd.edu) without hesitation. Please see the Department of Psychology’s policy statement on academic integrity as well as the University of Maryland’s policy documents regarding student conduct/academic integrity for more details.

MAJOR SCHEDULED GRADING EVENTS

The midterm and final exams constitute major scheduled grading events. Students must take exams on the dates they are scheduled, unless the student provides documentation of an excused absence (see UMD policies on excused absences and required documentation at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540).

Students should notify the instructor as far in advance as possible about any scheduled excused absences on these dates. Students who have an excused absence during major scheduled grading events will be responsible for contacting the instructor to arrange a make-up exam within a reasonable amount of time. Students who miss major scheduled grading events without a university-approved reason for the absence will not be allowed to make up the exam and will receive a zero on the exam they missed.

ACCOMMODATIONS & ABSENCES

Students requiring specific academic accommodations should contact me with the appropriate documentation from DSS during the first week of the semester (www.counseling.umd.edu/DSS). Please note: All DSS forms (accommodation letters and test authorization forms) must be submitted electronically.

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed letter attesting to the date of the illness and acknowledging that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. You are required to contact me by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the
dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis.

RELIGIOUS HOLIDAYS

University policy “provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances...It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.” If you will miss class for a religious holiday, notify me at the start of the semester.

UNIVERSITY EMERGENCY CLOSINGS

In the event that the University is closed for an emergency or extended period of time, I will communicate to you via email or phone to indicate schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website http://www.umd.edu. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

PROBLEMS

If you are experiencing a problem with the course or if you foresee a problem, PLEASE talk to me before it gets any worse. We will be much more sympathetic if the problem is small and if we have forewarning.

MUTUALLY-DERIVED EXPECTATIONS

I believe it is essential that we, as members of a learning community, agree upon what is expected of each other and ourselves. As a course instructor, my role is to design and manage a learning environment that is rigorous, engaging and focused on evidenced-based teaching practices. As a student, your role is to take personal responsibility for your learning and actively engage in all aspects of the course. What you see here comes directly from working with students in previous semester, and we’ll discuss these in class so that we can add or clarify anything that I’ve missed:

YOU, AS A STUDENT, HAVE THE RIGHT TO EXPECT THAT:

> All work is evaluated by reasonable, objective and transparent criteria intended to assess learning
> All students are treated with equality, professionalism and respect
> I will be prepared and on-time for every class meeting and scheduled appointment
> I will maintain a classroom conducive to active learning, discussion and critical thinking
> I will, when possible, integrate contemporary examples, videos and activities to reinforce learning
> I will be available to assist with coursework and offer referrals to campus resources upon request
> I will read and respond to your emails within 48 hours on weekdays
> I will do my best to answer any questions you have, and if I don’t know the answer, I’ll do my best to work with you so we can find it (in other words, I won’t just make stuff up).

I, AS AN INSTRUCTOR, HAVE THE RIGHT TO EXPECT YOU WILL:
> Devote the necessary time and energy to master the course material. According to Department of Psychology guidelines you should budget an average of 2-3 out-of-class hours per week for every hour in-class. You should expect to put in **9-12 hours per week outside of course meetings**. If your schedule does not currently permit you to satisfy these requirements I advise you take the course at another time.
> Be prepared and on-time for every class meeting, having completed the assigned work
> Save newspapers, word & math puzzles, texting, IM, email, Facebook, etc. for outside of class
> Sleep in your bed, in someone else's bed, in the hall, or under a tree… but not in class
> Take responsibility for getting anything you might have missed from a fellow classmate
> Monitor your email and Canvas announcements at least once every 24 hours
> Being aware of policies provided in the syllabus, course meetings, or the course website.
> Adhere to all course and university policies, deadlines, requirements and grading criteria
> Seek assistance when you need it and see that your questions are answered to your satisfaction
> Coming prepared and on time to each course meeting.
> Completing and submitting all assignments and exams on time.
> Asking questions about material and/or assignments that you do not understand.
> Getting notes from a classmate if you must be absent.

**Classroom etiquette:** Students should abide by the following classroom etiquette guidelines:
- Be respectful of others' thoughts, ideas, and questions.
- When others have the floor to talk, you should listen and not talk or whisper.
- Turn off your cell phones and other distracting electronic devices.
- Avoid distracting your classmates with Facebook, email, and similar activities.
- If you need to arrive late or leave early, please let me know me ahead of time.
- Provide me with documentation of excused absences in advance if at all possible.
- You may leave the classroom during course meetings as necessary (e.g., to take a break, take an emergency phone call, etc.), but please do so as unobtrusively as possible.

**Email communication:** Students should abide by the following email etiquette guidelines:
- Communicate professionally via email. Include a descriptive subject line, a salutation, a statement of the purpose of your email, and a signature.
- Student emails will receive a response from the instructor within 24 business hours.

**COURSE EVALUATIONS**

You will have several formal opportunities to evaluate the effectiveness of this course, though I first want to encourage you to schedule a meeting with me if you have any questions, concerns, or suggestions for how I can help support your learning and engagement. I will post an anonymous survey on Canvas part way through the semester to help us identify ways that we can work together to further enhance our cooperative approach to learning. In addition, the University will ask you to evaluate all of your courses through the online system ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) towards the end of the semester. As members of this learning community your feedback is crucial to the success of our program, and therefore to the value of your degree. All I ask is that in evaluating of all your courses you approach it the same way you expect instructors to evaluate your performance… be open, honest and objective.

**GRADES**
GRADES ARE NOT GIVEN, BUT EARNED. Your grade is determined by your performance on the various learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

I am happy to discuss any of your grades with you. Any formal grade disputes must be submitted in writing within 1 week of receiving the grade. If you request a re-grade, I will handle it (not the TAs) and my re-grade is final. Your grade may go up, it may go down, or it may stay the same. You must submit a ½ page explanation of why you feel your assignment/paper was unfairly graded and why you deserve a re-grade. Note: A re-grade is different than an error in scoring/grading. If eligible to be turned in late, work will be penalized 1 letter grade per 24 hours after the time it was due. Note: The final term paper is NOT eligible to be turned in late, for any reason. Late term papers (even if submitted less than 5 minutes beyond the deadline) will receive zero credit (0 points).

I highly recommend utilizing a network-based drive to ensure that you do not risk losing your work should a computer die, get lost or be stolen. There are many free options available…including Google Drive and Dropbox https://db.tt/90AoMKHM. You could also use the UMD Box software. Tip: it works best if you download and install the free software because then you can just save things to the folder on your computer like you already do and it will automatically save a copy on the network that you can access from anywhere. If even stores previous versions of the file in case you edit or delete it.

Please note: Your grade in this class is weighted according to the relative percentage weights for each assignment/exam; it is not the accumulation of a raw total number of points. If you have questions about how grades are calculated, come see me or the TAs for clarification—you may also use the grade calculator, but keep in mind that this will give you an estimate based on limited information.

Your final letter grade will be based on the following grading scale:

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<th>LETTER GRADE</th>
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<th>SCORE</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.0-100</td>
<td>C+</td>
<td>77.0-79.9</td>
</tr>
<tr>
<td>A</td>
<td>94.0-96.9</td>
<td>C</td>
<td>73.0-76.9</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-93.9</td>
<td>C-</td>
<td>70.0-72.9</td>
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<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td>D+</td>
<td>67.0-69.9</td>
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<tr>
<td>B</td>
<td>83.0-86.9</td>
<td>D</td>
<td>63.0-66.9</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>D-</td>
<td>60.0-62.9</td>
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<td>F</td>
<td>&lt; 60</td>
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COURSE SCHEDULE

NOTE: PAGE NUMBERS OUTSIDE PARENTHESSES ARE FOR THE MOST RECENT (2nd) EDITION OF THE TEXTBOOK, AND THE PAGE NUMBERS INSIDE PARENTHESSES ARE FOR THE OLDER (1st) EDITION. HOWEVER, AS I MENTIONED IN CLASS, THE PAGE NUMBERS FOR THE 1st EDITION MAY BE INCORRECT. USE THEM AT YOUR OWN RISK.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics/Readings</th>
<th>Lab Section</th>
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<tr>
<td>Week 1; Aug. 31st, Sept. 2nd</td>
<td>Introduction&lt;br&gt;Read: Textbook pp. 35-50 (32 – 51)&lt;br&gt;APA Style Workshop website</td>
<td>• Discuss research interests with other students, find common areas of interest&lt;br&gt;• Go over Research Project description</td>
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| Week 2; Sept. 9th | The “Replication Crisis” in Psychology  
NO CLASS Sept. 7th – Labor Day  
Read/Present:  
“The Replication Recipe”  
“The Alleged Crisis and the Illusion of Exact Replication”  
“Registered Reports”  
“Reproducibility Project: Estimating the reproducibility of psychological science”  
- Finalize research groups  
- Conducting a literature search Lab #4; p. 54  
  Due at end of lab:  
- Come up with a general research topic (not a specific hypothesis yet)  
- Find 2 secondary sources & 4 researchers (social psychologists) of your topic/area  
  Due next lab:  
  PsycInfo Search HW p. 59 |
| --- | --- |
| Week 3; Sept. 14th, 16th | Moderation/Interactions & Mediation  
(theory & application)  
Read: Baron & Kenny (1986) pp. 1173-1178  
Read/Present:  
“How Shared Preferences in Music Create Bonds Between People”  
“Backlash From the Bedroom”  
- Discuss article summaries in groups  
  Due end of lab:  
- Narrow down to 2-3 “favorite” articles  
- List potential moderators/mediators  
  Due next lab:  
  Hypothesis Development HW pp. 85 - 88,  
  including 1 mediation or moderation hypothesis derived from each article.  
  Due Wed Sept 23rd:  
  Ethical Issues Exercise pp. 29-32  
  CITI training (send certificate to TA) |
| Week 4; Sept. 21st, 23rd | Ethics & IRB  
Read: Ethics textbook pp. 27 – 28; IRB textbook pp. 237-253 (pp. 201-209)  
“Detecting Emotional Contagion in Massive Social Networks”  
Read/Present: Milgram/Baumrind debate textbook pp. 12-25  
**OKCUPID ________________________**  
**BIG DATA IS OVERRATED AND OKCUPID'S USER EXPERIMENTS PROVE IT.**  
**DID OKCUPID SEND A BUNCH OF INCOMPATIBLE PEOPLE ON DATES ON PURPOSE?**  
Facebook ________________________  
**You May Have Been A Lab Rat In A Huge Facebook Experiment**  
**Don't fear Facebook's emotion manipulation experiment**  
- Work on hypotheses; develop rationale for mediator/moderator  
  Due end of lab:  
  - Final hypothesis (TA must approve)  
  - Study rationale worksheet p. 137 (p. 113)  
  Due next lab:  
  Additional Article HW p. 203 (p. 171) – each group member should do a different article summary.  
  Survey operationalization exercise pp. 117-118 (pp. 95-96) |
| Week 5; Sept. 28th, Sept. 30th | Measurement & Survey Procedures  
Read: Measurement (through “Scaling” subsection) - Click & read all subsections  
Survey procedures pp. 115-116, 121 (p. 93-94, 99)  
Read/Present: “More Eyes on the Prize” p. 103 (p. 81)  
“Measuring Gambling Outcomes Among College Students” p. 109 (p. 87)  
- Introduction & Method  
  Due end of lab:  
  - Outline of Intro & Method sections  
  - Rationale for Study Method p. 223 (p. 189)  
  - Measurement Worksheet p. 233-234 (pp. 197-198) – Discuss measurement and manipulation of variables  
  Due next lab:  
  Rough draft of introduction p. 189 (p. 159) |
| Week 6; Oct 5<sup>th</sup>, 7<sup>th</sup> | **Correlational and Experimental Design**  
Read: Textbook pp. 62-73  
Read/Present:  
“Priming God Concepts Increases Prosocial Behavior in an Anonymous Economic Game”  
“Tightness–looseness across the 50 United States”  
Due Wed Oct 7<sup>th</sup>:  
Lab group exercises pp. 75-78  
• Presentation requirement Q&A  
• Study materials & experimental protocol  
**Due end of lab:**  
• Draft of all study materials as participants will see them  
• Experimental protocol p. 253 (pp. 215-217)  
**Due next lab:**  
Proposal presentations (using PowerPoint)  
Prim ing operationalization exercise p. 135 (p. 111)  
IAT exercise p. 125 (pp. 103-104) |  |
|---|---|---|
| Week 7; Oct 12<sup>th</sup>, 14<sup>th</sup> | **Automaticity & Priming**  
Read: Gawronski (2009)  
Read/Present:  
“Narcissism Beyond Gestalt & Awareness” p. 131 (p. 107)  
“Automatic Attitudes & Alcohol” p. 133 (p. 109)  
**Proposal Presentations** (10 minutes for each group)  
**Due end of lab:**  
• List of proposal changes (from presentation feedback)  
**Due next lab:**  
Intro Revision & Draft of Method p. 225 (p. 191)  
Physiological operationalization exercise p. 161 (p. 133)  
Behavioral Observation Exercise p. 163 – 174 (pp. 135-146) Note: You don’t need to turn in the data/ratings, just the answers to questions. |  |
| Week 8; Oct 19<sup>th</sup>, 21<sup>st</sup> | **Psychophysiological & Behavioral Observation Procedures**  
Read: Baumeister, Vohs, & Funder (2007)  
Psychophysiological & Behavioral observation textbook p. 143 – 150, 159-160 (pp. 121-131)  
Read/Present:  
“The Psychophysiology of James Bond” p. 151 (p. 125)  
“Airport Separations: A Naturalistic Study of Adult Attachment”  
**Due next lab:**  
Go over written proposal (due in 2 weeks)  
Final study materials for participants |  |
| Week 9; Oct 26<sup>th</sup>, 28<sup>th</sup> | **Review (Monday) & Midterm (Wednesday)**  
No presentations  
**Due next lab:**  
Finalize study materials packet (need TA approval)  
Work on written proposal  
Written proposal (Title page, Intro, Method, Refs)  
**Due Wed Nov 4<sup>th</sup>:**  
Experience sampling operationalization exercise p. 201 (p. 169) |  |
| Week 10; Nov 2<sup>nd</sup>, 4<sup>th</sup> | **Event/Experience Sampling**  
Read: Bolger, Davis, & Rafaeli (2003)  
**NO LAB – Time for data collection**  
• Proposal Paper Due – email to TA by |  |
| Week 11; Nov 9<sup>th</sup>, 11<sup>th</sup> | Content & Qualitative Procedures | lab start time  
- Commence data collection (N > 60)  
**Due next lab:**  
- 2 page report about status/problems in data collection and any problems your group has encountered.  
**Due Wed Nov 11:**  
- Content operationalization exercise p. 221 (p. 187)  
  - Data cleaning  
  - Elements of a Results section  
  - Return proposals, go over feedback  
  - Entered data in an Excel/SPSS file  
  - Statistical output exercise pp. 283 – 288 (pp. 241-245) |
|---|---|---|
| **Read/Present:** “The Value-Congruence Model of Memory for Emotional Experiences” p. 197 (p. 165)  
“When Accommodation Matters” p. 199 (p. 168) | **Read/Present:** “Dimensions of Majority and Minority Groups” p. 211 (p. 177)  
“Dreaming of You” | **Week 12; Nov 16<sup>th</sup>, 18<sup>th</sup>** |
| **Week 12; Nov 16<sup>th</sup>, 18<sup>th</sup>** | Data Collection & Analysis | **Data Collection & Analysis**  
- **Read:** [Qualitative](#) & [Unobtrusive Measures](#)  
- Click & read all subsections  
- **Read/Present:** “Dreaming of You”  
| **Read:** Data Preparation, Krantz (2011) & Beer (2011)  
- Data analysis & statistics p. 263 – 165 (pp. 223-225)  
- Data interpretation pp. 273, 279 (pp. 235, 237)  
- Reporting Results in APA Style  
- APA Results workbook chapter  
- APA Figures & Tables workbook chapter  
- Sample Moderation & Mediation write-ups | **Due next lab:**  
- Data cleaning  
- Elements of a Results section  
- Return proposals, go over feedback  
- Entered data in an Excel/SPSS file  
- Statistical output exercise pp. 283 – 288 (pp. 241-245)  
- Draft of Results section pp. 289 - 290 (pp. 247-248)  
- Draft of Discussion & Abstract pp. 293 – 294 (pp. 251-252) | **Statistical Conclusion Validity; Oral Presentations**  
- **Read:** Conclusion Validity Philosophy of Research  
- Click & read all subsections  
- **Read/Present:** “Publication bias and the failure of replication in experimental psychology”  
“False-Positive Psychology” |
| Week 13; Nov 23<sup>rd</sup>, 25<sup>th</sup> | **Final Group Presentations** | **THANKSGIVING BREAK**  
No Lab Section  
**Week 14; Nov 30<sup>th</sup>, 2<sup>nd</sup>**  
**Final Group Presentations; Review for Final Exam**  
**Post take-home portion of Final Exam**  
**Due end of lab:**  
- Create table & figure (in Excel/Word) for final paper  
- Revise Results & Discussion section  
- Go over poster expectations  
- Work on final paper  
- Draft of entire paper  
**Week 15; Dec 7<sup>th</sup>, 9<sup>th</sup>**  
**Final Group Presentations; Review for Final Exam**  
**Post take-home portion of Final Exam**  
**Due end of lab:**  
- Create table & figure (in Excel/Word) for final paper  
- Revise Results & Discussion section  
- Go over poster expectations  
- Work on final paper  
- Draft of entire paper  
**Poster Session** |
NOTE: The schedule above is TENTATIVE. It is an approximate schedule of topics and readings. I may be forced to shift things around slightly depending on time and other factors. I will announce in class any changes as they happen, and I will post notes on Canvas that reflect this. The one aspect of the schedule that I expect to remain fixed is the exam dates.

ALSO NOTE: This syllabus is not a binding document. I reserve the right to modify the syllabus for any time and for any reason. If anything is modified, I will notify the class but it is your responsibility to keep up with class announcements and updates. In addition, if you are confused about anything on the syllabus you are responsible to ask either me or the TAs for clarification.

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