

## PSY329H5S – Social/Personality Laboratory

Time: Thursday 12:00am – 3:00pm

Location: CC 2140 (CCT Building)

### Contact Information

Dr. Norman Farb

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Office Location: DH4026

Teaching Assistant:

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### Course Description

Readings, laboratory exercises, and research projects designed to familiarize students with methodologies relevant to empirical research in social/personality psychology.

**Exclusion:** PSY329H1/PSYC11H3

**Prerequisite:** PSY(201H5, 202H5)/equivalent, 220H5/230H5, 309H5

### Course Philosophy

This course is intended to help students connect the concepts and paradigms introduced in social psychology courses to the methods introduced in statistics courses. By the end of this course, students should be able to articulate a research question, operationalize it, determine study power, collect data, evaluate the quality of data collected, examine relationships between variables, and interpret and present such relationships to academic and lay audiences. In short, we want to apply the theory and methods taught in earlier undergrad courses, so that students can develop the practical skills necessary for useful contributions to research.

### Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Canvas; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

### Reading Material

There will be **no textbook** in this course. There will however be at least 1 reading each week that will be made available through the course website. You are expected to perform all readings posted. It may seem like a lot from week to week, but this is just a very brief introduction to a vast and growing methods literature.

**However**, we will be doing lots of analysis in **R** (<https://www.r-project.org/>), a free programming language for statistics. I strongly encourage you to go and get a copy of **R**, and an interface for it (I prefer **R-Studio** - <https://www.rstudio.com/>). **Please install these on your computers as soon as possible**; many computers on campus also feature this software.

## Lectures and Readings

It is my hope that the bulk of lecture time will be spent in discussion of course readings and concepts, and working on research skills. I will give short lectures each week and then we will spend the bulk of class working through data examples and discussing issues as they arise. The goal is to use class time to learn by doing rather than just listening!

## Course Evaluation

Course evaluation will be composed of the following:

Weekly in-class participation:	20%
Assessment Participation:	10%
Pick a Measure:	15%
Study Proposal	20%
Presentation Draft:	20%
Final Presentation:	<u>15%</u>
	100%

## Participation (20% of final grade) – Each Week in Class

Each week, you are expected to contribute through discussion and work in class. We will provide opportunities for independent work, group work, and full class discussion. We are a small class for U of T, which means that everyone will have a chance to speak. Some people are less comfortable than others with speaking in front of everyone. Thus, a good chunk of your participation grade is just for showing up. Indeed, 10 of the 20 marks are for attending the first 10 lectures. Absences with medical documentation will be excused from losing marks.

The remaining 10 marks will come from actually participating in class- I will keep track of active engagement in independent group work and broader discussions, and use this to weight your score. Asking questions, raising interesting points, showing respect and interest in your fellow classmates when they are speaking / presenting, will all count towards participation. Conversely, showing up consistently late, not working during in-class time, not being proactive and asking for help when you are stuck, or discussion / computer use unrelated to course materials will hurt this mark. People notice when you don't give them your attention and respect, and I will too. If you show up and do your best to stay engaged in class, you should easily get at least a 14/20 (70%) in this section.

## Assessment Participation (10% of final grade) – Due Each Week (weeks 2 to 7) BEFORE CLASS BEGINS

In the first week of class, I will introduce our central measure of well-being to the class. For the following 6 weeks, including reading week, you are expected to fill out a very brief (< 5 minute) questionnaire about how your sense of well-being. You will receive 1 grade on your final mark for every one of these that you fill out on time. You will receive 0 marks for missing weeks, including times that you forget or were very busy. It is your responsibility to schedule time each week to do this 5 minute assessment. Questionnaire links will be available for 1 week (beginning each Tuesday morning), so if you try to do it Monday night and have a technical problem, that is your risk to take. It is best to pick a consistent time each week to do the weekly assessment.

Additionally, during reading week, we will have a longer assessment worth 3 marks. In addition to your well-being check in, will have 20-30 minutes of questionnaires that were proposed by you and your classmates. This questionnaire data will allow you to address your research question for your final assignment, the class presentation.

This course relies on working together on data provided by the class. To make this a comfortable experience,

all assessment data will be fully anonymous, and we will not collect any demographic data in this course that could be used to identify a student. Additionally, I will be simulating some of the data to help power our analyses, further protecting student confidentiality. That being said, **any student who is uncomfortable sharing their deidentified data may elect to submit assessments that will not be included in the class dataset, upon their written request.**

**Pick a Measure (15% of final grade) – Due BEFORE CLASS on January 24, 2019, Submit on Quercus**

In the first week of class, I will introduce our central measure of well-being to the class. Your task will be to propose to measure something that you think will influence well-being (for better or for worse).

Specifically, you will have to search and select research literature for self-report measures (i.e., scales or questionnaires) related to well-being, from research areas such as clinical psychology, emotion regulation, resilience, personality, social support, socioeconomic status, etc. We will later fill out each other's measures and test our predictions.

**Your selection of a measure is important because it will also become the topic of your research presentation and paper.** We will therefore spend a lot of time early in the course discussing how to identify subdomains in a research literature, using research on well-being as an example.

To propose your measure, you should write a brief paper explaining your choice:

- 1) **Theoretical relevance (40%):** You should provide an introduction that defines your construct of interest, tell us about the research history of how this measure has been linked to well-being, and state a hypothesis based on the literature about how the measure is thought to relate to well-being. *In this section, you should try to get us to understand what this measure is and why we should care about it if we want to promote well-being.*
- 2) **Methods (40%):** tell us how using this measure works- if it is a scale, how many items, how is it scored, etc.; if it is a task, then how does the task run and how do you get the data. Other topics could include discussing variations in how this measure is obtained (multiple scales or versions or different tasks?), and tell us about the specific measure that was used to provide your data (we will tell you what scale / task was used). Comment on the measure's reliability, validity, and any other interesting methodological notes. *In this section, you should try to get us to understand how to use this measure and how much confidence we should have in it.*
- 3) **Measure Items (20%):** if your scale is more than 10 items long, you will have to edit it for the purposes of this class down to 10 items. You can also come up with your own items. Please be sure to reference where each item comes from and some notes on how you chose the items that you did.

The paper should be 4 pages for sections 1 & 2 (Intro and Methods), with 1 additional page for section 3 (Measure Items). Please note that you must cite published resources on the measure, including the first appearance of the measure, and then perhaps other papers commenting on the measure that you use in your description and justification.

**Formatting:** This assignment should be approximately 4 pages in length ( $\pm 3$  lines). This does not include a cover page or references, or the additional measure items page. Pages should be double-spaced, with one-inch margins, references and other formatting in APA format. The assignment must be done in 12 point, Times New Roman font, no extra spaces for paragraphs, regular sized (0.5 inch) indents at the start of every paragraph. ***Let me be blunt:*** it is obvious if someone tries to cheat on the length requirements are obvious. You will definitely lose marks for failing to fit the space guidelines, even if your writings are brilliant.

## Study Proposal (20% of final grade) – Due by 5pm on Feb 14, 2019, Submit on Quercus

**Proposal Paper.** By about midway through the course, you should know enough about research design to do a literature review and propose investigating your measure in a full research proposal. The full proposal should be 6-8 pages long and in APA style, not including references. For this assignment, you must do the following:

1. Review the literature on your measure and its relation to well-being in slightly greater depth (2½ -3½ pages).
2. Propose a *research question* that makes one theoretical prediction, i.e., that uses the literature review to justify a hypothesis about something that is yet untested or poorly understood (1/2 - 1 page).
3. Describe in detail how you *operationalized* your construct- why did you choose the scale that you did? If you chose specific items or wrote your own, why did you choose those items (1-2 pages)?
4. Clearly state your *hypotheses* around how your measure will relate to well-being (1/2 – 1 page)
5. Conduct a power analysis to justify your proposed sample size, justifying the effect sizes you use (1 page)
6. State the significance of your study outcomes, both if your hypothesis is supported and if it is not (1/2 page).

Please note that you **may** reuse aspects of your ‘pick a measure’ paper here as the basis for the study proposal.

**Questionnaire (.qsf) File.** In class, we will go over how to set up your questionnaire. Please make sure that you submit your questionnaire formatted exactly as you want it, in Qualtrics export format (.qsf) on Quercus, where there will be a second submission link. The file should start with your LAST NAME, e.g., ‘Farb\_ Questionnaire.qsf’. You will lose 5% if you don’t label your questionnaire properly or submit it on time and I have to email you about; I need these files for the major assessment over reading week.

If you do all of these things in your paper, you should be able to at least get a ‘B’ (75%) or higher on the paper, assuming you do the following as well:

1. Focus on a single idea because this is a very short writing assignment.
2. Be concrete and use evidence from the lectures and readings to create a convincing argument.
3. Avoid unsupported generalizations to improve your persuasiveness.
4. Be thoughtful and original.
5. Write with clarity and conciseness.
6. Review your paper and be sure to use APA style, accurate spelling and grammar throughout your paper.

**Formatting:** This assignment should be a minimum of 6 pages and a maximum of 8 pages in length. This does not include a cover page or references. Pages should be double-spaced, with one-inch margins, references and other formatting in APA format. The assignment must be done in 12 point, Times New Roman font, no extra spaces for paragraphs, regular sized (0.5 inch) indents at the start of every paragraph. You will definitely lose marks for failing to fit the space guidelines, even if your writings are brilliant.

## Presentation

**Draft (20% of Final Grade) due on Quercus by Midnight on March 14, 2019**

**In-class presentation (15% of Final Grade) on March 28 / April 4, 2019**

There is little point to being a methods whiz if you aren’t good at communicating your findings. The second half of the course will work on both. You will analyze your study hypotheses with our classroom data, and write up the results in the form of a presentation proposal.

You will receive feedback on the proposal from the course instructors, and do some small group practice with feedback on the Presentation Prep day (March 21). This will prepare you for the end of term presentations, which take place over the final 2 classes.

Top marks will go to presentations that also attempt more advance analyses or present well-articulated theories to support the choice of measure and interpretation of results.

**Presentation Draft (20% of the Final Grade):** Unlike the written measure justification and proposals described above, this is intended to be a more casually written description of what you intend to propose. You should include a review of your measure of interest, and describe how your measure of interest is theoretically related to well-being. You should clearly describe whether there is a reason to think your variables of interest are causally linked and whether the relationships between these variables could moderate a time x well-being interaction. You should describe the stats you are running and the effects that you find. You should summarize the implications of your findings. You **must** attach your R code for your analyses and your dataset file when submitting the draft on Quercus. *An ideal presentation draft would present a 'storyboard' of the slides that will be shown in the final presentation, noting where feedback would be most appreciated, and with appropriate analyses in the R code.*

**Format:** You should aim for about 10 slides, with the first 2 outlining your interest in the measure you picked and what we need to know about it, the next 2 describing your research question and hypotheses for how your measure will relate to well-being, 2 slides describing your methods, 3 slides describing your findings, and 1 slide to conclude.

**Rubric:** Your presentation draft will be graded for:

1. Theory (25%) – do you clearly communicate your topic and why it is relevant to the study of well-being?
2. Methods (25%) – do you explain your methods clearly and use stats correctly?
3. Interpretation (25%) – do you make accurate interpretations and conclusions based on your analyses?
4. Style (25%) – are the materials engaging and fun/interesting?

The idea here is to allow us to review your proposal ahead of time and provide you with in additional feedback and written feedback before you show up for your presentation session. The hope is that this feedback will give you a chance to improve your work.

**Presentation (15% of the Final Grade):** This is the actual, in class presentation. You will have 10-12 minutes to present, are expected to use powerpoint slides or a web-based presentation technology. You will not be allowed to go over your time by more than a minute or two so we can respect other student's time, so practice, practice, practice!

Your slides must be submitted on Quercus at least **10 minutes before** the beginning of class you are presenting in. You will also need to submit your final R code and dataset before the beginning of class. Your grade will be based on whether your analyses were correct (40%), your presentation quality in terms of engagement and informativeness (40%), and your demonstration of having responded to the feedback you received on the draft (20%). In class, your peers will also rate how much they liked each presentation and we will take this into account in our grading of the presentation, though the TA and instructor impressions will carry more weight.

## Communication and Conduct

1. The best way to succeed in this class is to **come to lectures and office hours**.
2. Content and general course questions should be posted on the **discussion board**.
3. **Course email is for administrative matters**; course-related email to other addresses will not be answered; content questions to the course email will not be answered.
4. **Missed work requires medical documentation** to be excused, no exceptions.
5. **Please be considerate of others in class. Silence cell phones**, and limit discussion with neighbours to dedicated discussion time each week.
6. **Marking requests must be submitted in writing** in class, office hours, or the main office.
7. **Learn with integrity**. Read about it on: <http://www.artsci.utoronto.ca/osai/students>

## Course Outline

Date	Topic	Assignments Due?
Jan 10	Introduction: Choosing a Question	
Jan 17	Lit Review: Operationalizing Research	Assessment 1
Jan 24	Power Analysis & Replication	Assessment 2; <b>Pick a Measure</b>
Jan 31	Research Designs + Running Surveys	Assessment 3
Feb 7	Describing Data and Assessing Quality	Assessment 4
Feb 14	Between-Subjects Designs	Assessment 5; <b>Study Proposal</b>
Feb. 21	<b>READING WEEK – NO CLASS</b>	Assessment 6 (Big Assessment)
Feb 28	Within-Subjects / Longitudinal Designs	
March 7	Mediation and Moderation	
March 14	Qualitative Designs	<b>Presentation Draft</b>
March 21	Presentation Prep Day	
March 28	<b>Research Presentation Day 1</b>	<b>Final Presentation</b>
April 4	<b>Research Presentation Day 2</b>	<b>Final Presentation</b>

## IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\*

### Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>.

**You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.**

Original supporting documentation (e.g., medical certificates, accident reports, etc.) must be submitted to the Psychology Academic Counselor or dropped off in the drop box located outside the Psychology office Deerfield

Hall, 4th Floor. Students are expected to submit requests to the Department before the last day of the term, unless demonstrably serious reasons prevent them from doing so. In the event of an illness, medical certificates or doctor's notes must confirm that student was ill on the due date of the assignment (for a one-day extension). For a longer extension, documentation must specify the full duration during which academic work could not be carried out.

For extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions>

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessability/>

### **Academic Honesty and Plagiarism**

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Academic Integrity website: <http://www.utm.utoronto.ca/academic-integrity/students>.

- Common trends in academic offences:
- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids



- Altering medical certificates and UofT documents

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism. <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

If questions arise after reading the material on the website, consult your instructor.

**Plagiarism will not be tolerated.**

## Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

## Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.

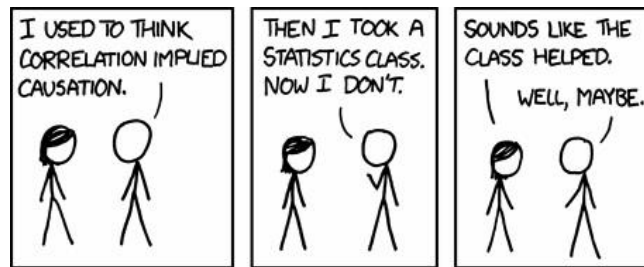


- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

**Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.**

### Final Remarks

Doing science can be scary, but it is really an awesome and empowering feeling when you begin to understand how different methods combine to help answer questions about the world and the people within it. It is my fondest hope that you will get a taste of this empowerment in this course and finish hungry for more! This course is structured to support your learning by rewarding consistent weekly effort. Please give it a shot, and jump into the idea of spending some time each week exploring course concepts. Who knows, you may be the next social psychology pioneer!



<https://xkcd.com/552/>

Got more questions? Please check out the course website at: <http://q.utoronto.ca>, in particular the discussion board, in which you can help and be helped by your learned instructors & illustrious peers. If you have read this far, please email me a picture of something that inspires you and tell me a bit about why. If you get it submitted in the first 2 weeks of the course, it will help boost your participation grade. **Good luck!**