

PSYC 400.08		Applied Research Methods in Social Psychology		W19
Instructor:	Dr. Melissa Boyce	Lecture Location:	Taylor Institute Studio E	
Phone:	403-210-6257	Lecture Days/Time:	TR 11:00 – 12:15pm	
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Office Hours:	By appointment			

Course Description

This course will focus on applying concepts in social psychology research, critical analysis of empirical studies, current ethical concerns and research issues in social psychology such as the replicability problem and retraction of scientific studies. It will provide students with an understanding of the key research methods, with an emphasis on developing the knowledge and skills necessary to conduct social psychological research. Students will learn about writing and presenting their research ideas, as well as practicing these skills through their completion of in-class group projects.

Areas of focus in this course include:

- Research methods used in social psychology, with a focus on the experimental design
- Critical thinking skills for evaluating empirical articles about research findings
- Application of psychological knowledge in the development of social psychology research

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Apply concepts and methods of psychology to real world phenomena	Assignments, Research proposal, Digital Poster, Reflections/Discussion Questions	1,5	C

Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives	Assignments, Presentation, Peer Feedback on Presentations, Research Proposal, Reflections/Discussion Questions	2, 3, 4,5,6,7	C
Identify the advantages and limitations of different research methods	Assignments, Research proposal, Peer Feedback on Presentations,	2, 3	C
Identify ethical issues in research	Peer Feedback on Presentations, Ethics Proposal, Reflections/Discussion Questions	2, 6	C
Design research using appropriate methodology to test a research question	Assignments, Research proposal	1,2, 3,4,5, 6,7	C
Generate research questions and implement appropriate research methods to answer them	Assignments, Research Proposal	2, 7	C
Effectively communicate research findings	Assignments, Digital Poster	3, 4, 5, 7	A
Use PSYCINFO to locate primary research relevant to a specific topic	Assignments, Research Presentation, Proposal, and Digital Poster	5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 312: Experimental Design and Quantitative Methods for Psychology

Course Readings

Relevant readings will be posted on D2L.

Assessment Methods

Evaluation Component	Worth	Due Date
Assignments		
1. Experimental Design and Causality		January 31
2. Descriptive Research: Survey Research	10%	February 7
3. Descriptive Research: Observational Methods	10%	February 14
4. Moderation and Mediation	10%	February 28

	<u>10%</u> 40%	
Research Proposal (a) Team Presentation (b) Ethics Application (c) Written Proposal	10% 5% <u>15%</u> 30%	March 7, 12, or 14* March 5 April 9
Research Proposal Peer Feedback	10%	March 7, 12, and 14
Reflections and Discussion Questions 1. Implicit Measures 2. Cross-Cultural Research 3. Applied Research	3.33% 3.33% <u>3.33%</u> 10%	March 20 March 25 March 27
Digital Research Poster	10%	April 11

*Presentation dates will be drawn in class on February 26

Assignments (10% each x 4 = 40%)

Over the course of the semester, you will complete four individual assignments. The evaluation criteria for each assignment will vary, and will be posted on D2L with the assignment instructions one week before each assignment is due.

Research Proposal (30% total)

In a team of five people, you will work to identify a gap in the literature, create a meaningful research question to address that gap, and design a methodologically valid study to test your research question, which you will then present as a team to the rest of the class for feedback. You will then incorporate this feedback into your final research design, and each team will write an ethics application and research proposal that incorporates the feedback received by your classmates.

- a) *Team Presentation (10%)*: Each team is allotted 15-18 minutes to present their research proposal, making sure to review relevant background literature, identify a gap in the literature, state the research question and hypotheses, describe how the proposed study will answer the research question and address the gap in the literature, and outline the predicted findings and implications of the research. Each presentation will be evaluated based on the extent to which each of these components is clearly and thoroughly incorporated into the presentation, in addition to the team members' presentation skills, organization, and clarity.

- b) *Ethics Application (5%)*: Each team will complete an ethics application (ethics application form to be provided through D2L) for their proposed study to be submitted to the D2L drop box as a Word document by March 5 at 8pm. Ethics applications will be evaluated for completeness and the extent to which ethical considerations and potential issues have been thoroughly identified and addressed.
- c) *Research Proposal (15%)*: Each team will complete an 8-page maximum (not including title page, references, or any appendices) APA-formatted research proposal that should include the following components: Title Page, Introduction, Method, Proposed Analyses and Results, and Implications of the Research. The research proposal will be evaluated based on the extent to which each of these components is clearly and thoroughly addressed, writing style, and adherence to APA formatting.

Research Proposal Peer Feedback (10%)

You will complete and submit a peer feedback form (available and distributed via Qualtrics link in D2L) for each team presentation by midnight on the day of each presentation. Your feedback will be evaluated based on the constructiveness and merit of feedback provided for each of the seven presentations (you will not provide feedback on your presentation).

Reflections and Discussion Questions (3.33% each x 3 = 10%)

For each of the three in-class discussions, you will write a 250-500 word reflection piece ending with one discussion question that will be submitted through the D2L drop boxes set up for each topic by 8pm the night before each in-class discussion. Reflections and discussion questions will be evaluated based on level of conceptual, critical, and insightful analysis demonstrated.

Digital Research Poster (10%)

After collecting and analyzing your research project data, you and your team will prepare a digital poster that will be presented on the last day of class (April 11). The poster will be evaluated by me, the TAs, and the other students in the class based on organization, clarity, completeness, and creativity.

No late submissions on any of the components above will be accepted without approved documentation. Failure to attend the research presentations will result in a grade of zero without approved documentation.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Week	Date	Lecture Topic	Due
1	R Jan 10	Overview of the Course, Introductions, and Learning how to use the Classroom Technology	
2	T Jan 15	Methodological Assumptions and Research Issues in Social Psychology	

	R Jan 17	Methodological Assumptions and Research Issues in Social Psychology <i>Last day to drop Winter Term half-courses.</i>	
	F Jan 18	<i>Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>	
3	T Jan 22	Experimental Design and Causality	
	R Jan 24	Experimental Design and Causality: Assignment	
	F Jan 25	<i>Fee payment deadline for Winter Term fees.</i>	
4	T Jan 29	Descriptive Research: Survey Research	
	R Jan 31	Descriptive Research: Survey Research: Assignment	Assignment 1 Due
5	T Feb 5	Descriptive Research: Observational Methods	
	R Feb 7	Descriptive Research: Observational Methods: Assignment	Assignment 2 Due
6	T Feb 12	Mediation and Moderation	
	R Feb 14	Mediation and Moderation: Assignment	Assignment 3 Due
7	T Feb 21	Reading Week. No lectures. University open (except Family Day).	
	R Feb 23	Reading Week. No lectures. University open (except Family Day).	
8	T Feb 26	Research Project: Identifying a Gap in the Literature and Creating a Meaningful Research Question – Work Day Presentation dates to be drawn in class	
	R Feb 28	Research Project: Selecting your Paradigm and Creating your Measures – Work Day	Assignment 4 Due
9	T Mar 5	Ethics in Social Psychology	Ethics Applications Due
	R Mar 7	Team Research Proposal Presentation - Work Day	

10	T Mar 12	Team Research Proposal Presentations	
	R Mar 14	Team Research Proposal Presentations	
11	T Mar 19	Team Research Proposal Presentations	
	R Mar 21	In-Class Discussion: Implicit measures	Reflections and discussion question due
12	T Mar 26	In-Class Discussion: Cross-Cultural Research	Reflections and discussion question due
	R Mar 28	In-Class Discussion: Applied Research	Reflections and discussion question due
13	T Apr 2	Data Collection/Organization/Analysis	
	R Apr 4	Data Collection/Organization/Analysis	
14	T Apr 9	Creating a Digital Poster – Work Day	Research Proposal Due
	R Apr 11	Digital Poster Presentations	

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for

Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.

