PSY 213-02  
Research Methods in Social Psychology  
Spring 2015

Instructor: Katherine Lacasse, Ph.D.  
Office: Judd Hall, Room 205  
Office Hours: Mondays 2:45-3:45pm; and Wednesdays 11:15am-12:15pm; also by appointment  
Email: klacasse@wesleyan.edu

Class Times: Mondays & Wednesdays, 1:10pm-2:30pm  
Room: Judd Hall, Room 113

COURSE DESCRIPTION
This course provides an overview of behavioral research that is typically conducted by social psychologists. We will spend time developing hypotheses, practicing different quantitative research methodologies (survey, experimental, and observational), reading and critiquing psychological research, writing in the style of the American Psychological Association, and practicing basic statistical analyses. The culminating activity of the course will be designing and carrying out a research project and writing a final paper on the project. Through completing this project as well as other assignments, you will get some real experience working with these methods, making research choices, and trouble-shooting if things do not go as planned 😊

COURSE OBJECTIVES
1) Explain the rationale and objectives of scientific research in social psychology  
2) Explain the differences between hypotheses and theories  
3) Identify independent variables and dependent variables, including operational definitions  
4) Identify correlational, experimental, and observational designs  
5) Apply your understanding of internal validity, external validity, and reliability to specific research designs and psychological measures  
6) Describe the ethical considerations to be taken by researchers, and recognize violation of these ethics in research designs  
7) Decide upon the correct descriptive and inferential statistics to use on a research design based upon the scales of measurement and your research question  
8) Conduct a thorough literature search using PsycInfo and the library  
9) Write in APA style, knowing the major components of a scientific paper and using a clear language and accurate format throughout  
10) Conduct a scientific research project, and give a professional presentation your findings to the class

REQUIRED MATERIALS
   **Note: The textbook is on reserve at the Science Library. You may check it out to read in the library for up to 2 hours at a time.**  
2) Additional Readings & Handouts: Available on Moodle
CLASS EXPECTATIONS
You are expected to attend each class, having already completed the assigned readings. You are responsible for the information in the textbook and the additional information presented in lectures. If you cannot attend a class, it is your responsibility to get the material covered from a classmate. Much of the material in this class is cumulative – that is, you must be able to understand and retain the information from early in the course to work with the material presented later in the course.

Laptops or Cellphones. I do recommend that you bring your laptop to class each day, for there are many days where activities we are doing will be helpful if you have your laptop available. For example, there are several days where you will work on parts of your research project, or days when we are discussing assigned articles on Moodle that you will need to refer to as part of discussion. However, part of participation is being actively involved in discussion and class activities, which is difficult to do when technology is being used for purposes unrelated to our course. Therefore, you will refrain from using laptops or cell phones in class, unless directed to for a specific activity. Exceptions will be made for students with special learning or disability needs.

COURSE REQUIREMENTS
1) Quizzes
Instead of large cumulative exams, we will have many short quizzes throughout the semester. Each time we start a new chapter, we will begin that class with a brief 10 minute quiz on the reading for that day. Therefore you will need to read the assigned chapter before we cover the topic in class. This will also allow for us to spend more class time clarifying difficult concepts and practicing techniques rather than going over the basics. The quizzes will start promptly at 1:10pm and will all be collected by 1:20pm, so make sure you arrive in class on time.
-If you arrive after 1:20pm or miss a class, you cannot make-up the quiz. There will be 11 quizzes over the course of the semester and I will count your 9 highest scores, so missing one or two quizzes will not negatively impact your grade.

2) Assignments
You will complete 5 assignments throughout the semester. Each assignment has a different format, and instructions will be posted on Moodle. The purpose of these assignments is to practice applying the methods learned in class. The due dates are listed on this syllabus, but may be subject to change if we do not keep up with the pace of the syllabus. Most assignments should be handed in during class on the day in which they are due. A few assignments will be turned in via Moodle, and those are indicated on the schedule section of the syllabus.
-Late assignments will be marked down 10% for each day late.

3) Research Project
This course requires that you complete a research project by the end of the semester (planned, executed, analyzed and presented). The full instructions for the research project will be posted on Moodle. You will conduct a thorough literature search to find past psychological research on your topic of interest, and then design a study to test your specific hypotheses. You will write a first-draft of the introduction and methods sections of this APA style research paper. You will then conduct your study and analyze your results. You will turn in a complete final draft research paper at the end of the semester.
-Late papers will be marked down 10% for each day late.
You will also give a professional presentation of your research project to the class. These presentations will occur during the time scheduled for our final exam assigned by Wesleyan University, which is scheduled for Friday, May 15 from 9am-12noon. No early presentations will be allowed, so please plan your summer schedule accordingly.

4) Active Participation/Attendance
This course is a skills-learning and discussion-based course, and therefore all students are expected to read all assigned readings carefully and to come to class on time and prepared to discuss their thoughts and reactions. Additionally, many of the research skills will be primarily learned through in-class activities before you use them for your research project. Therefore, all students are expected to participate actively in class. On any given day: thoughtful and active participants who are on-time for class will receive full credit; tardy, unprepared, or infrequent participants will receive partial credit; and students who are absent will receive no credit. The three lowest participation scores will be dropped, so you may have up to three absences before your grade will be negatively impacted.

FINAL GRADES
Your grade is based on your performance on the course quizzes, assignments, research project, and participation, and will not be changed on the basis of special requests. If grades for the class as a whole are inordinately low, there could be a “curve” applied to final grades. However, this is not guaranteed, and students should assume that grades will remain unchanged at the conclusion of the semester.

As a general rule, Incomplete Requests or Extensions will be granted only in dire, unavoidable circumstances (e.g., serious illness or emergency) that are fully documented (e.g., with official correspondence from physician and/or Dean’s office). If you believe that you are in these circumstances, then you must discuss the incomplete with me (in class or via email) prior to submitting an electronic incomplete request.

Grading Breakdown
Quizzes: 9 x 11 90
Assignments: (5 x 20) 100
Research Paper (1st draft) 30
Research Paper (Final) 100
Research Presentation 20
Participation/Attendance 20+
Total: 360

Grading Scale
A+ = 97-100% B = 83-86.9% C- = 70-72.9%
A = 93-96.9% B- = 80-82.9% D+ = 67-69.9%
A- = 90-92.9% C+ = 77-79.9% D = 60-66.9%
B+ = 87-89.9% C = 73-76.9% F = Below 60%
ONLINE RESOURCE: Moodle
I will make use of Moodle to post the syllabus, additional readings, assignments, grades, and other course resources. I will also use Moodle to communicate announcements to the class. You will use Moodle to access the course resources, submit assignments, check your grades, and to communicate with myself or your fellow students. If you have not done so already, PLEASE post a headshot photo of yourself on Moodle, that way we can all get to know each other more quickly 😊

ACADEMIC HONESTY POLICY
All students are expected to hand in their own work for this course. Cheating and plagiarism will not be tolerated and will result in an automatic grade of zero on the assignment in question. Further action may be taken and result in a final grade of an “F” for the course and/or recommendation for suspension.

Please read the Wesleyan Honor Code and abide by it closely (a copy is posted at http://www.wesleyan.edu/studentaffairs/honorboard/honorcode.html). All assignments, papers, and presentations for this class must be original -- not reprinted, excerpted, or adapted from existing work (e.g., papers you wrote for other classes, books, articles, web sites). Assignments are individual, and should be entirely your own work. You may work alone or with a partner on your research project, and this again should be entirely your own work. If you are unclear about how to reference something or have any other academic honesty questions, please ask 😊

WRITING WORKSHOP
There are a variety of academic services available at Wesleyan University, and many of you may find the tutors in the Writing Workshop helpful when working on writing assignments for this course. Drop-in hours are available for Sun-Thurs 7pm-11pm in Olin 106 (1st floor); and Sun-Weds 7pm-11pm in 41 Wyllys 111. You may also schedule an appointment by clicking on the "Writing Workshop" link in the Academic Resources section of your E-Portfolio, or calling (860) 685-2440. Also see: https://www.wesleyan.edu/writing/workshop/index.html

STUDENTS WITH DISABILITIES
Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-5581 for an appointment to discuss your needs and the process for requesting accommodations. Also see: http://www.wesleyan.edu/studentaffairs/disabilities/studentguide.html
FINAL COMMENTS
This course will require a good amount of time and effort. However, it is not a difficult course if you stay on top of the readings and you don’t procrastinate in completing the various assignments and your final research project. Please come to me with questions early on if you feel you are having trouble with any of the concepts or assignments. Feel free to stop by my office hours to see me. That’s what I’m here for! By the end of the semester you will have conducted an original research project of your own, have written a professional research paper, and feel comfortable reading and critiquing empirical research papers in social psychology.

SCHEDULE FLEXIBILITY
The following topic schedule and all accompanying information (i.e., assignments, readings, quizzes, etc.) should be viewed as tentative, and can be altered according to the needs of the course. If we fall behind during the course of the semester, alterations will be made. Students should listen for any announcements of changes in the schedule. Major changes (i.e., changes in assignment due dates, etc.) will be communicated in class and on the Moodle site.

In the event of a winter storm (or other emergency), students should check their emails before coming to class. If for some reason I need to cancel class, I will send out an email to that effect as early as possible. If class is cancelled, readings and topics for that class will be covered during the following class period. If class is cancelled on the day a quiz is scheduled, the exam will be given the following class period.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic &amp; Assignments</th>
<th>Related Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/26</td>
<td>Syllabus and Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| W 1/28  | Scientific Understanding of Behavior  
*Quiz 1* | Cozby & Bates Ch. 1 |
| M 2/2   | Scientific Understanding & Hypotheses  
*Quiz 2* | Cozby & Bates Ch. 2 |
| W 2/4   | Hypotheses & Literature Searches | *Moodle*: Brooks articles |
| M 2/9   | **NO CLASS MEETING**  
Conduct your literature search at library | |
| W 2/11  | Fundamental Research Issues  
*Quiz 3*  
*11:59pm on Moodle - Assignment 1 (Literature Summary) Due* | Cozby & Bates Ch. 4 |
| M 2/16  | Fundamental Research Issues  
*Moodle*: Golub et al.  
*Must meet to discuss research project by 2/23 at the latest* | |
| W 2/18  | Measurement Concepts  
*Quiz 4* | Cozby & Bates Ch. 5 |
| M 2/23  | Measurement Concepts  
*In Class - Assignment 2 (Critique) Due* | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 2/25</td>
<td>Survey Research</td>
<td>Quiz 5</td>
<td>Cozby &amp; Bates Ch. 7</td>
</tr>
<tr>
<td>M 3/2</td>
<td>Survey Research</td>
<td></td>
<td>Moodle: Patrick et al.</td>
</tr>
<tr>
<td>W 3/4</td>
<td>Survey Research</td>
<td><strong>11:59pm on Moodle - Assignment 3 (Design Measure) Due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 3/7</td>
<td>APA Format</td>
<td></td>
<td>Moodle: APA Articles</td>
</tr>
<tr>
<td>W 3/10</td>
<td>Experimental Designs</td>
<td>Quiz 6</td>
<td>Cozby &amp; Bates Ch. 8 &amp; 9</td>
</tr>
<tr>
<td>M 3/12</td>
<td>Experimental Designs</td>
<td></td>
<td>Moodle: Damisch et al.</td>
</tr>
<tr>
<td>W 3/17</td>
<td>Doing Ethical Research</td>
<td>Quiz 7</td>
<td>Cozby &amp; Bates Ch. 3</td>
</tr>
<tr>
<td>M 3/22</td>
<td>Doing Ethical Research</td>
<td><strong>11:59pm on Moodle - Introduction &amp; Methods Draft Due</strong></td>
<td></td>
</tr>
<tr>
<td>W 3/24</td>
<td>Complex Experimental Designs</td>
<td>Quiz 8</td>
<td>Cozby &amp; Bates Ch. 10</td>
</tr>
<tr>
<td>M 3/29</td>
<td>Complex Experimental Designs</td>
<td></td>
<td>Moodle: Mogilner et al.</td>
</tr>
<tr>
<td>W 4/2</td>
<td>Observational Designs &amp; Coding</td>
<td>Quiz 9</td>
<td>Cozby &amp; Bates Ch. 6</td>
</tr>
<tr>
<td>M 4/6</td>
<td>Observational Designs &amp; Coding</td>
<td><strong>In Class - Assignment 5 (Factorial Designs) Due</strong></td>
<td>Moodle: Mehl et al.</td>
</tr>
<tr>
<td>W 4/7</td>
<td>Statistics Basics</td>
<td>Quiz 10</td>
<td>Cozby &amp; Bates Ch. 12 &amp; 13</td>
</tr>
<tr>
<td>M 4/13</td>
<td>Statistics Basics</td>
<td><strong>In Class - Assignment 6 (Coding Assignment) Due</strong></td>
<td></td>
</tr>
<tr>
<td>W 4/15</td>
<td>Generalizing Results</td>
<td>Quiz 11</td>
<td>Cozby &amp; Bates Ch. 14</td>
</tr>
<tr>
<td>M 4/17</td>
<td>Generalizing Results</td>
<td></td>
<td>Moodle: Nisbet &amp; Zelenski</td>
</tr>
<tr>
<td>W 4/20</td>
<td>Presenting Results</td>
<td></td>
<td><em>Moodle: Article</em></td>
</tr>
<tr>
<td></td>
<td><strong>11:59pm on Moodle - Final Draft of Research Paper Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri. 5/15</td>
<td>Class meeting at 9am-12noon (during final exam time)</td>
<td></td>
<td>Research Presentations</td>
</tr>
</tbody>
</table>