Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
WELCOME!

SOCIAL PSYCHOLOGY LABORATORY (PSY2300) This is a fun and challenging upper-level course that will take you into the trenches of real experimental research in social psychology. You will be taught to not only critically evaluate scientific research, but engage in such research in a hands-on fashion.

You’ll start by doing background reading and engaging in discussion with your classmates. Then, you will identify a research question, turn it into a testable hypothesis, present your research proposal, design and carry out an experiment, analyze the data, write a full research report, and present your findings in a conference-style poster all in one semester.

The course format will be unique from many other courses, and will be run in a fashion somewhat similar to graduate seminars. In order to achieve our goals, we will use a combination of group discussion, presentations, individual commentary and lectures.

RESPONSIBILITIES

INSTRUCTOR

I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there are any course issues, grading questions, or anything else you wish to discuss.

Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The grades may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.

I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials. Think of me as the rumble strip and signs on a highway, but not as a tow truck.

STUDENT

You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!

Although I understand that some of you may be hesitant to work in groups, group work is a necessary part of research in social psychology. By developing your ability to appropriately work in group settings, you will be better prepared for any future research scenarios. Group members are encouraged to work together on designing, conducting, and analyzing data for the experiment, and to help each other understand the course material.

Be prepared to work outside of class. The vast, vast majority of work that goes into this course takes place outside of the course meetings. These meetings are largely a place to regroup, ask questions, and receive additional instruction which will inform your research, writing, and reading work outside. Articles are expected to be read before the course begins, analyses run, participants recruited, and poster designed all will take which take place outside of the weekly meetings. As such, you must be prepared to section adequate time outside of class for you to be able to successfully complete the course objectives.
# COURSEWORK OVERVIEW

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>Assignments</th>
<th>Point Value</th>
<th>Primary Grade Basis</th>
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<tbody>
<tr>
<td>A 418.5 to 450</td>
<td>Introductory Assignments</td>
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<tr>
<td>A- 405 to 418.4</td>
<td>CITI</td>
<td>5 points</td>
<td>Individual</td>
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<tr>
<td>B+ 391.5 to 404.9</td>
<td>Study summary worksheet 1</td>
<td>10 points</td>
<td>Individual</td>
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<tr>
<td>B 373.5 to 391.4</td>
<td>Study summary worksheet 2</td>
<td>15 points</td>
<td>Individual</td>
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<tr>
<td>B- 360 to 373.4</td>
<td>Topic/Group preference</td>
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<tr>
<td>C+ 346.5 to 359.9</td>
<td>Thought paper</td>
<td>15 points</td>
<td>Individual</td>
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<tr>
<td>C 328.5 to 346.4</td>
<td>Experiment Preparation</td>
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<tr>
<td>C- 315 to 328.4</td>
<td>Literature review (annotated refs)</td>
<td>20 points</td>
<td>Group/Individual</td>
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<tr>
<td>D+ 301.5 to 314.9</td>
<td>Article reflections</td>
<td>20 points</td>
<td>Individual</td>
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<tr>
<td>D 270 to 301.4</td>
<td>Preliminary experimental design</td>
<td>15 points</td>
<td>Group</td>
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<tr>
<td>E 0 to 269.9</td>
<td>Preliminary experimental materials</td>
<td>15 points</td>
<td>Group</td>
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<td></td>
<td>Experiment Proposal presentation</td>
<td>15 points</td>
<td>Group</td>
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<td>Final experimental design/material</td>
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<td>IRB application</td>
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<td>Group</td>
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<td>Data and Results</td>
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<td>Data analysis plan</td>
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<td>Data file</td>
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<td>Group</td>
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<td></td>
<td>Results summary presentation</td>
<td>10 points</td>
<td>Group</td>
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<td></td>
<td>Final Paper</td>
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<td>Introduction outline</td>
<td>5 points</td>
<td>Individual</td>
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<td>Introduction draft</td>
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<td>Methods draft</td>
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<td>Results draft</td>
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<td>Discussion draft</td>
<td>10 points</td>
<td>Individual</td>
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<td>PR (introduction)</td>
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<td>PR (methods)</td>
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<td>PR (results)</td>
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<td>PR (discussion)</td>
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<td>Final Paper</td>
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<td>Individual</td>
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<td>Poster Presentation</td>
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<td>Draft of poster</td>
<td>10 points</td>
<td>Group</td>
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<td>Final poster</td>
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<td>Group</td>
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<td></td>
<td>Final presentation</td>
<td>20 points</td>
<td>Group/Individual</td>
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<td></td>
<td>Participation and Teamwork</td>
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<td></td>
<td>Teamwork assessment 1</td>
<td>5 points</td>
<td>Individual</td>
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<tr>
<td></td>
<td>Teamwork assessment 2</td>
<td>5 points</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Attendance and Participation</td>
<td>40 points</td>
<td>Individual</td>
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**TOTAL POINTS** 450 points
INTRODUCTORY ASSIGNMENTS
At the beginning of the semester, you will complete CITI (ethics) training, indicate your preference or the topic you wish to study, read several articles and summarize two of these articles, as well as write a thought paper which organizes your ideas about the different articles you read. All of these assignments should help guide you to a research question you wish to answer with your experiment. Please note that if you fail to complete your CITI training by the date on the course calendar, you will FAIL the course. Similarly, working copies of SPSS and Qualtrics are required within the first two weeks of the course. There are no exceptions to this policy.

EXPERIMENT PREPARATION
You, along with your group members, will design and conduct your own experiment on the topic of attitudes, persuasion, or a related topic. You will first complete a literature review, to both acclimate yourself with your chosen area better and to expose you to the methodology and current discussions in the field. Then, you will engage with an experimental design assignment in which you identify your research question and the experimental design in which you will test this question. As part of this assignment, you will clearly and carefully articulate your hypotheses, your conceptual and operational definition of your variables. You will then create and submit, as a separate assignment, all of the experimental materials you will use.

To help you get started, you will work with your group to develop an annotated reference list of 8 papers that you intend to read and reference in your paper. Although you need not read each paper by the time you submit this annotated reference list, you are committing to read these papers sometime throughout the semester. You will then read these papers and summarize them in a personal journal (i.e., diary-style) assignment.

Because research is a process, I intend for these assignments to be preliminary; they will change and grow as you continue to think about your experiment. Therefore, after presenting a research proposal to the class, you will revise both documents and submit them together as a final experimental design and materials assignment. Finally, you will also turn these documents into an IRB application. This application, which will be retained for class purposes and not for external IRB review, will serve as a contract between your group and me for your experiment. For ethical reasons, once you submit this IRB, you will not be able to change anything about your experiment without written approval from me.

DATA AND RESULTS
In order to demonstrate a thorough understanding of your experiment and data analysis more generally, each student will individually create and submit a data analysis plan. You must complete this assignment individually and without consulting any of your peers. In this plan, you will articulate which statistical analyses you will use to test your hypotheses along with the predicted results (graphs included). In essence, this assignment is meant to make sure that you independently truly understand how you will analyze your data and what you expect to happen before you spend your time and resources collecting the data. You will also submit a single data file for your group with all appropriate information so that I have a record of your data. Lastly, you will briefly present your data to the class.

FINAL PAPER
At the end of the semester, you will submit a final paper in which you report your experiment. In my experience (and as described by scientific literature), writing is very difficult and time-consuming. It also always benefits from extended revision. In order to help encourage you to work on your final paper all semester long, you will submit separate parts of your paper at different times throughout the semester.

Your final paper will include four general sections: an introduction, method, results and discussion. You will submit a preliminary draft or outline of each section, which will be reviewed by at least one of your classmates. In order to make your final paper the best document it can be, you should treat your revision of each section as close to a final document as possible even though you know you’ll have an additional chance to revise it before your final paper is due. Your final paper will be graded for quality, while your earlier drafts of each section will be graded as a combination of completion and quality.

FINAL PRESENTATION
In order to make a lasting impact on the field, researchers must present their work to other researchers and the public more broadly. If no one knows about your work, how can they appreciate your brilliance? Thus, along with your group, you will present the results of your experiment to both members of this class and a broader audience at a poster session. Your grade on this presentation will reflect how well your group as a whole worked together to prepare and present your work as well as your personal speaking skills and ability to answer questions.

PARTICIPATION AND TEAMWORK
You will also be evaluated on how much you participate in the class throughout the term. Students will earn participation points for being actively involved in discussions, being on-task, and being prepared. Pop quizzes and additional assignments announced in class may also contribute to participation grades. Students will lose points for failing to be engaged or on-task in class, being late to class, and/or being absent (as described in the absence policy section). You will also fill out a teamwork assessment of your other group members at one point in the course, to make me aware of how your group experience is going.
OTHER IMPORTANT INFORMATION

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [http://studentconduct.osu.edu](http://studentconduct.osu.edu)

**Sexual misconduct/relationship violence:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Behavioral Misconduct:** Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

**Disability Services:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Final Comments:** This course varies by class, by their topics of interest, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, assignment dates, rubrics, and content may be changed, topics may be tossed about, and lectures may be shuffled. You will always be informed of these changes on Carmen and in class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1    | Tu 8/22, Th 8/24 | Introduction to the Course  
Th If it’s hard to read...  
Th Thoughts as material objects | Tu Raff (2013) REC  
Tu Jordan and Zanna (1999) REC  
Th Song and Schwarz (2008)  
Th Brinol, Gasco, Petty, and Horcajo (2013) | -                            |
| 2    | Tu 8/29, Th 8/31 | Tu Malleability of Ease  
Th From outside in: connecting to social psych | Tu Brinol, Petty, and Tormala (2013)  
Th Tversky and Kahneman (1974) | CITI training  
Article WS 1 |
| 3    | Tu 9/5, Th 9/7  | Tu Attitudes to persuasion and strength  
Th Validity, methods, and ethics | Tu Lien (2001); Chen et al. (2013)  
Th Kramer, Guillory, and Hancock (2014) | Article WS 2  
Topic/group preference |
| 4    | Tu 9/12, Th 9/14 | Performing a Literature Search  
Introduction, idea development, and annotated references. | - | Thought paper  
Annotated references |
| 5    | Tu 9/19, Th 9/21 | Idea development  
Presentation development | | Article reflection 1  
Preliminary Experimental design |
| 6    | Tu 9/26, Th 9/28 | Experiment Proposal Presentations | | Experiment proposal presentation  
Article reflection 2,3 |
| 7    | Tu 10/3, Th 10/5 | Idea Revision  
IRB application | | Article reflection 4,5  
Preliminary experimental materials |
| 8    | Tu 10/10 | Experimental programming REVIEW | | Autumn Break: No classes on Th 10/12  
Article reflection 6  
IRB Application |
| 9    | Tu 10/17, Th 10/19 | Writing workshop: Methods  
PR: Methods | | Final experimental materials and design  
Team assessment  
Methods draft |
| 10   | Tu 10/24, Th 10/26 | Spring Break – NO CLASSES | | - |
| 11   | Tu 10/31, Th 11/2 | Writing workshop: Introductions; Results  
Data Analysis | Bem (2003) | Data analysis plan  
Data file |
| 12   | Tu 11/7, Th 11/9 | Data Analysis (cont.) | | Introduction Outline |
| 13   | Tu 11/14, Th 11/16 | PR: Introduction  
Results summary presentation | | Introduction Draft  
Results summary presentation |
| 14   | Tu 11/18 | PR: Results  
Writing workshop: Discussion | | Thanksgiving: No classes on Th 11/23  
Results Draft  
Discussion Draft |
| 15   | Tu 11/28, Tu 11/30 | PR: Discussion  
Poster Development | | Discussion Draft  
Draft of poster  
Teamwork assessment |
| 16   | 12/05 | Presentation preparation | | Final poster  
Final paper |
|      | TBD | Final Presentation | | - |
COURSE GOALS AND OBJECTIVES

Course goals are below.

Students will have a fundamental, FIRST-HAND understanding of the COMPONENTS of RESEARCH METHODS DESIGN

To demonstrate the Learning Objectives for the Research Methods design goal, students will:

❖ identify appropriate research methods for testing specific hypotheses
❖ identify research articles that are relevant to specific research topics
❖ articulate the strengths and limitations of research studies
❖ conduct their own social psychological research
❖ complete required ethics training

Students will be able to INCORPORATE INFORMATION from PAST PSYCHOLOGY COURSES for their OWN RESEARCH PROJECT

To meet the Learning Objectives for the Psychology Connection design goal, students will:

❖ create an analysis plan for their data
❖ apply statistical knowledge to new data
❖ lead discussions on specific aspects of the research process
❖ identify areas for new research

Students will DEVELOP EFFECTIVE COLLABORATION SKILLS and SHARE THEIR RESEARCH PROFESSIONALLY

To meet the Learning Objectives for the Collaboration and Communication, students will:

❖ evaluate strengths and weaknesses of peers’ work
❖ demonstrate professional courtesy to their group members (promptness, attendance, communication, cooperative sharing of ideas)
❖ clearly summarizing the results of their projects
❖ summarize their project to group of peers, then experts
❖ appropriately implement APA style