

Fall 2022
SOP 4214C: RESEARCH METHODS IN SOCIAL PSYCHOLOGY

Instructor:

Dr. Colin Tucker Smith
Office: PSY 259
Email: colinsmith@ufl.edu
Office hours: Wednesdays, 12:45 to 2:45

Meeting times/locations:

Tuesdays: 10:40 to 12:35 in CHE 0237 (Lecture)
Wednesdays: 10:40 to 11:30 in PSY 0129 (Lecture)
Thursdays: 10:40 to 11:30 in PSY 0191(Lab)

Lab instructor:

Victoria Colvin
Office: PSY 219
Email: vcolvin@ufl.edu
Office hours: Fridays, 10:35 to 11:35 in person
Mondays, 9 to 11 via Zoom:

Textbook:

Leary, M. R. (2012). *Introduction to behavioral research methods* (6th ed.).

Course overview:

You probably already think about social psychology in an intuitive way, seeking to understand the everyday thoughts, emotions, and behaviors of those around you. You may do this because it comes naturally to you, or based on your previous coursework in social psychology. In this course, you will learn to think about social psychology in a *scientific* way.

In other words, how do behavioral researchers take an everyday observation about the possible effects of social and personality factors and test it in a methodologically-sound scientific study? And, perhaps more importantly, how can *you* do this to understand the world? This course will introduce you to (or further your grasp of) the fundamentals of research methodology that social psychologists use to understand human thought, feeling, and behavior.

More specifically, this course will help you learn to generate and refine testable ideas for research, conduct literature reviews on existing relevant research, understand and evaluate original journal articles, design viable studies, collect and code data, identify and interpret appropriate statistical analyses for a given research design, write research proposals and reports, and present research ideas to others. This is a lot, no doubt. But at the end of the course you should be equipped to answer questions you have about the world by assessing what other researchers have done, running simple studies, and analyzing the results of those studies. To me, this is a powerful skill to learn.

This course involves two components: the lecture meetings and the lab meetings. Your active participation in both components is important to your success in this course. In lecture, we will cover the broad issues of research methods. In lab, you will obtain valuable hands-on experience by working with your fellow students and graduate lab instructor to learn about conducting literature reviews, designing studies, gathering data, analyzing data, and communicating your findings to others.

Grading:

Your final grade in the course will be determined by the following:

(1) **Midterm exams:** There will be three midterm exams, each worth 60 points. Lecture material, lecture and lab discussions, and textbook readings are all fair game; exams may include multiple choice, fill-in-the-blank, short answer, and essay questions. Each midterm exam will be non-cumulative. Makeup exams will be offered only in extenuating circumstances (e.g., medical emergency) at the instructors' discretion. If you have an unexpected emergency and miss an exam, you must contact me within 24 hours of the original exam time and provide written documentation. If you know you will not be able to take an exam at the scheduled time, you must contact me beforehand about a makeup exam.

(2) **Final exam:** The final exam will account for 80 points in the course. All course material may be covered; the final will be similar in format to the midterm exams and will take place on Wednesday, December 14 at 5:30pm. There is no make-up for the final exam.

(3) **Research projects:** To facilitate your understanding of the research process, you will complete three research projects (two papers and a presentation based on a research proposal). You will be given more information about each of these three projects individually. What follows is simply an outline.

Literature Review (20 points): On September 22, you will turn in a literature review for variables included in Paper 1.

Paper # 1: The first paper will present the results of a correlational study that we will conduct ourselves. The first paper (50 points) is due at the start of lab on Thursday, October 13.

Paper #2: The second paper will present the results of an experiment that we will also conduct ourselves. The second paper (70 points) is due at the start of lab on Thursday, November 17.

Project 3 Proposal (10 points): On November 9, you will turn in a proposal for your final project.

Presentation: The third project will be a Powerpoint presentation (40 points) of a quasi-experimental study you propose (but do not conduct). Presentations will take place between December 1 and 7. Your Powerpoint itself will receive a grade (10 points) in addition to a 10-point grade from your classmates, your grad TA, and me.

In all, there is a maximum of 450 points in the course. Final course grades will be assigned according to the following criteria:

A = 418-450	C = 328-345
A- = 405-417	C- = 315-327
B+ = 391-404	D+ = 301-314
B = 373-390	D = 283-300
B- = 360-372	D- = 270-282
C+ = 346-359	E = 269 or below

Please note that the above cut-offs are firm. I will not move anyone's grade up (or down) at the end of the semester for any reason. Of course, if you find I have added wrong or not given you points from an assignment that is a different matter!

Other important notes:

(1) I highly recommend that you complete the relevant text readings *prior* to lecture. This allows us to cover material in greater depth, and facilitates classroom discussions/tasks. Another piece of advice: Don't fall behind in the coursework. You will encounter challenging material and tasks this semester, and you should expect to dedicate time to mastering the course objectives. In addition, this course is designed to build on itself so falling behind is dangerous.

(2) *PLEASE* communicate with me, your lab instructor, and your fellow classmates regularly. This class is limited to a small number of students, which allows nicely for discussions. We all can enjoy the benefits of a small class; I encourage you to take full advantage of it. If you have a question about material, raise it during class, ask a classmate after class, or see me or your graduate TA outside class. This should be a course that is challenging and rewarding. Your consistent engagement will minimize the former and maximize the latter.

(3) Papers are due **at the beginning of class** (whether lecture or lab). At 5 minutes after the start of class, they are considered late. Late papers will be marked down 10% until midnight of the day they are due. They will be marked down an additional 10% for each day they are late. Papers will not be accepted after 3 days (e.g., midnight of October 16 for Paper 1). These papers are very time-consuming; **please** do not start your paper the night before it is due!

Overview of Course Schedule

Meeting Date	Day	Topic	Reading
August 24	W	Introduction to Course, Syllabus, etc.	
August 25	TH	LAB	
August 30	T	Introduction to Behavioral Research	Chapter 1
August 1	W	Introduction to Behavioral Research	
September 1	TH	LAB	
September 6	T	Developing hypotheses + Specifics (IVs, DVs, etc.)	Chapter 3
September 7	W	Approaches to Psychological Measurement	Chapter 4
September 8	TH	LAB	
September 13	T	Approaches to Psychological Measurement	
September 14	W	Correlational Research	Chapter 7
September 15	TH	LAB	
September 20	T	Correlational Research	
September 21	W	Recap to this Point (Exam Review)	
September 22	TH	LAB	Lit Review Due
September 27	T	Exam 1	
September 28	W	Behavioral Variability and Research	Chapter 2
September 29	TH	LAB	
October 4	T	Basic Issues in Experimental Research	Chapter 9
October 5	W	No Class	
October 6	TH	LAB	
October 11	T	No Class	
October 12	W	No Class	
October 13	TH	LAB	Paper 1 Due
October 18	T	Experimental Design	Chapter 10
October 19	W	Experimental Design	
October 20	TH	LAB	
October 25	T	Analysis of Experimental Data	Chapter 11
October 26	W	Analysis of Experimental Data	
October 27	TH	LAB	
November 1	T	Exam 2	
November 2	W	Quasi-Experimental Designs	
November 3	TH	LAB	
November 8	T	Descriptive Research	Chapter 6
November 9	W	Selecting Research Participants	Chapter 5 Project 3 Proposal Due
November 10	TH	LAB	

November 15	T	Current Issues in Methodology	
November 16	W	The Publishing Process	
November 17	TH	LAB	Paper 2 Due
November 22	T	NO CLASS	
November 23	W	NO CLASS	
November 24	TH	NO CLASS	
November 29	T	Exam 3	
November 30	W	LAB	
December 1	TH	Project 3 Presentations	
December 6	T	Project 3 Presentations	
December 7	W	Project 3 Presentations (if we go over time)	
December 14		Final Exam	

University Policies

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. More information can be found at: <https://accessibility.ufl.edu/>, including the Electronic Information Technology Accessibility Policy and ADA Compliance. The Disability Resource Center (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor for this class.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Sexual Harassment

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. If you disclose this information please keep this in mind and seek advice prior to disclosing to a mandatory reporter. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>

In Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.