



PSY 324: LAB IN SOCIAL PSYCHOLOGY

Course Syllabus—Fall 2009

When:	Wednesday 12:30 – 2:00pm
Where:	Hilles 204 Computer Lab
Instructor:	Benjamin Le, Ph.D.
Recommended Text:	Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. <i>This is the "APA Style Manual" that you may have already purchased if you took stats/methods from me.</i>
Course Web Page:	http://www.haverford.edu/psych/ble/teaching/psy324/

Course description and objectives:

Students will become familiar with the methodological and measurement practices that are commonly employed in social psychological research. Both experimental and survey methods will be explored, with students completing activities and projects to gain relevant research experience.

Instructor information:

Benjamin Le
Assistant Professor of Psychology
Ph.D. (Purdue University, Social Psychology); B.A. (Grinnell College, Psychology)

Office: Sharpless 411B

Office hours: Wednesdays 2:15-3:15pm; Thursdays 11am-noon; and by appointment

e-mail address: ble@haverford.edu

Grading Information:

Grades will be determined based on the following factors:

	% of Total Grade
1. Project 1 lab report	35%
2. Project 2 lab report	35%
3. Project 1 poster	15%
4. Project 2 presentation	15%

TOTAL	100%
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1 & 2. Lab Reports: For both projects, each student will write an APA style research report describing the rationale of the study, the method, the results (i.e., report on the analyses conducted), and implications of the findings. Further details will be discussed as the projects progress.

3. Project 1 Poster Session: Each lab group will prepare a poster describing their study. We will have a mini-conference, where all the posters will be displayed, and students can ask each other questions about their projects.

4. Project 2 Presentation: Lab groups will present their projects in ~15 minute oral presentations (i.e., a "conference style" presentation, with PowerPoint). Each member of the lab group is expected to contribute to the presentation.

Other Points of Importance:

Grading Scale: Grades will be assigned adhering to the following scale:

94.00% and above	=	A / 4.0	73.00% - 76.99%	=	C / 2.0
90.00% - 93.99%	=	A- / 3.7	70.00% - 72.99%	=	C- / 1.7
87.00% - 89.99%	=	B+ / 3.3	67.00% - 69.99%	=	D+ / 1.3
83.00% - 86.99%	=	B / 3.0	60.00% - 66.99%	=	D / 1.0
80.00% - 82.99%	=	B- / 2.7	59.99% and below	=	F / 0.0
77.00% - 79.99%	=	C+ / 2.3			

Extra Credit: Extra credit will not be offered.

Attendance, Participation, and Absence Policy: Class attendance and participation are expected. Students are responsible for all announcements made in class, whether they are present or not. If you must miss a class, it is expected that you notify me (via e-mail: ble@haverford.edu). Course grades may be adjusted downward in instances including (but not limited to) poor course attendance or lack of participation (or upwards based on substantial improvement in course performance over the semester). Decisions to adjust course grades are at my discretion.

You are expected to complete assignments in accordance to the dates that are outlined in the course schedule or announced in class. If you cannot complete assignments on time because of an unforeseen occurrence (e.g., illness, family emergency etc.), or because of a school-related conflict (e.g., conflict with other course assignments or activities), please contact me immediately (and **in advance**, when possible). Acceptance of late work will be at my discretion (with the loss of points on a given assignment a possibility) and will be considered on a case-by-case basis.

Grade Changes / Regrade Procedure: All grade disputes are to be made in writing (please type). We will not discuss or argue regrades in person. All requests for regrades must be made within two weeks after the exam or assignment is returned to the class (or within 2 weeks of the start of the following term for the final paper or exam).

When disputing a grade, you should state the dispute and the number of points you feel you should have received for the assignment or exam, and the reason you feel your work or answer is correct (including support from the readings or lecture notes). Please note that when you ask for an exam or assignment to be regraded it may be regraded in its entirety, and there is a possibility of losing points. All requests for regrades should be submitted to me along with the original assignment.

Accommodating student needs/disabilities: Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services (rwebb@haverford.edu, 610.896.1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

Understanding appropriate sources for citations: For all assignments and exams, the following are considered appropriate and valid sources for citations and references:

- Published journal articles (e.g., from *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Experimental Social Psychology*, *Journal of Social Psychology*, *Personal Relationships*, *Journal of Social and Personal Relationships*, *Social Cognition*, *Psychological Science* etc. This list is not comprehensive), both in on-line and paper formats.
- Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- Academic books (i.e., books written by psychological researchers).

The following are **not to be used** as citations in your work:

- Information found on the internet, unless it is the on-line version of a scientific journal (e.g., accessing *JPSP* on-line is fine). This includes Wikipedia and/or any other webpages.
- The textbook for this class (Smith & Mackie, 2007), or any other undergraduate-level textbook.

In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.

A couple of other points:

- *Buy a stapler...*Unstapled papers will not be accepted (or will have their grades adjusted). This includes paper clips, folded corners, etc. In short, make sure your papers are permanently secured with a staple or other such binding. And if your stapler won't handle the number of pages you're trying to staple, use a bigger stapler.
- *Silence your cell phones*, and put them away during class. Please do not text-message or otherwise fiddle with your wireless communication devices in class.
- *I will not be posting my lectures on-line* for a couple of reasons. First, I would like you to come to class. Second, active learning enhances retention. The act of writing down lecture material in your own words will help you remember it better.
- *Do not submit papers or assignments electronically* (i.e., don't e-mail me with your papers attached). Spam filters and other such technological goof-ups make e-mailing papers problematic.

A few words about plagiarism and academic dishonesty: I tend to have a relaxed and laid back teaching style, but do not mistake this for a lack of rigor. I take plagiarism and academic integrity very seriously. Plagiarism involves your use of another person's work, words, or ideas without properly crediting them. This includes copying the work from another student's paper or exam, as well as using direct quotes from a source, such as your textbook or a journal article, without citing the author. Simply rewording a sentence or passage from another source without giving credit is also inappropriate. Furthermore, using another person's ideas without a proper citation is considered plagiarism as well. The best way to assure that your work does not plagiarize from another source is to liberally use citations within your work (e.g., be very thorough with your references—we will discuss APA style of references in class if necessary) and to ask if you are ever in doubt.

I feel very strongly about academic dishonesty—it **will not** be tolerated. Do your own work, and know and follow the Haverford College Honor Code.

PSY324: Tentative Schedule—Fall 2009

	Date	Topic	Readings & Notes
Week 1	9/2	Course Intro/Start Project 1	
Week 2	9/9	On-line data collection workshop	
Week 3	9/16	Project 1 (work on project)	
Week 4	9/23	Project 1 (work on project)	
Week 5	9/30	Project 1 (data analysis)	
Week 6	10/7	Project 1 (data analysis)	
Week 7	10/14	No class: Fall Break	
Week 8	10/21	Project 1 Poster Session	
Week 9	10/28	Start Project 2	
Week 10	11/4	Project 2 (work on project)	Project 1 Research Report due (in lab)
Week 11	11/11	Project 2 (work on project)	
Week 12	11/18	Project 2 (work on project)	
Week 13	11/25	Project 2 (data analysis)	
Week 14	12/2	Project 2 (data analysis)	
Week 15	12/9	Project 2 Presentations	
Week 16		Finals week	Project 2 Research Report: due before Friday, December 18 th , 5:00pm