

Course Code	HP4041
Course Title	Laboratory in Social Psychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2100 Research Design and Data Analysis in Psychology HP2400 Social Psychology *OR* HP1000 Introduction to Psychology CS2008 Fundamentals of Research HP2100 Research Design and Data Analysis in Psychology HP2400 Social Psychology (For PSMA students)
No of AUs	4

Course Aims

This laboratory course aims to provide you with hands-on training in conducting social psychological research. Through readings, discussions, and project work, you will be exposed to the practical use of concepts, methodologies, and tools needed in evaluating, designing, and conducting empirical research in social psychology. This course is designed for advanced psychology undergraduate students who are interested in learning the know-hows of empirical research. As a student of this course, you will gain the foundational skills needed towards becoming a competent social psychology researcher, both in evaluating and in conducting empirical research in social psychology.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Develop well-informed research question and hypotheses in social psychology
2. Explain the importance of ethics in psychological research and write an ethics application
3. Assess the strengths and weaknesses of common research methodologies in social psychology
4. Design and execute methodologically sound empirical studies in social psychology
5. Write a report and give a presentation for empirical studies

Course Content

Epistemology, reading research articles, theory building, hypothesis development, research design, research ethics, data analysis, and academic writing

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Criteria / Rubrics
1. Class Participation	1,3	Oral and written communication, competence, critical thinking	15%	Individual	Active participation in class discussion, completion of

					pre-class assignments
2. Research Critique	3	Communication, competence, critical thinking	10%	Team	Appendix 1
3. Research Ethics	2	Written communication, competence	10%	Individual and team	Appendix 2
4. Empirical Study	1, 3, 4, 5	Oral and written communication, creativity, competence, critical thinking	35%	Individual or team	Appendix 3
5. Individual Paper	1, 3, 4, 5	Written communication, creativity, competence, critical thinking	30%	Individual	Appendix 4
Total			100%		

1. Class Participation (15%): You will answer questions related to the class readings through NTULearn. The questions will be available one week before the class and you are expected to complete them before the beginning of the class. The questions will form the basis of discussion of the readings during class. You are expected to participate actively in discussion in class.

2. Research Critique (10%): You will work in a group for this assignment. Your group will write a critique of a particular piece of published research. The critique will be on the construct clarity and/or validity of research published in the media and/or academic journals.

3. Empirical Study (35%): Depending on class size, you will work either individually or in a group for this assignment. You or your group will identify a research question, develop a testable hypothesis, design an empirical study to test the hypothesis, conduct the empirical study, and analyze the data. You are expected to present the findings of the study to the class.

4. Research Ethics (10%): You will need to complete an online research ethics training and obtain the certificate of completion individually. Depending on class size, you will complete an ethics application for the empirical study that either you or your group will be conducting.

5. Individual Paper (30%): You will write an individual full manuscript report on the empirical study and propose future research as follow-up of the empirical study. You must follow APA publication manual, 6th edition. It should consist of title page, abstract, main text, reference, and tables and figures (if necessary). The main text should be no longer than 15 double-spaced pages. You will also be asked to verbally present your paper in class.

Formative feedback

You will receive written formative feedback through your written assignment submissions. You will also receive verbal feedback on your project during project consultations and your in-class presentations.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Interactive class discussion	Classes will mix interactive short lectures with an extensive discussion of readings that introduce common research methodologies used in social psychology and critically evaluate these strategies.
Project consultation	Regular project consultation with course instructor provides specific feedback on research hypothesis formulation, appropriateness of research design, and guidance on the execution of the empirical project.
Research Project	The design, execution, and report of the research project provide the hands-on learning experience of the entire research process.

Reading and References

There are two types of readings – references and examples. The reference readings are resources on research methods and writing that you are encouraged to refer to throughout the semester and in your future research. The example readings are taken from academic journals as illustrations of methods in social psychological research. You are encouraged to complete the example readings BEFORE class.

Sample readings and references:

Reference:

- Haslam, S. A., & McGarty, C. (2004). Experimental design and causality in social psychological research. In C. Sansone, C. C. Morf & A. T. Panter (Eds.), *The Sage handbook of methods in social psychology* (pp. 237-264). Thousand Oaks, CA: Sage. doi:10.4135/9781412976190.n11
- Vazire, S. (2014). *Life after Bem*. Retrieved from <http://sometimesimwrong.typepad.com/wrong/2014/03/life-after-bem.html>

Example:

- Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An 'experimental ethnography.' *Journal of Personality and Social Psychology*, 70(5), 945-960. doi:10.1037/0022-3514.70.5.945
- Feldman, G., Lian, H., Kosinski, M., & Stillwell, D. (2017). Frankly, we do give a damn: The relationship between profanity and honesty. *Social Psychological and Personality Science*, 8(7), 816-826. doi:10.1177/1948550616681055

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and complete all scheduled assignments by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for sessions that you have missed. You are expected to participate in all class discussions and activities.

(2) Assignment submission

Late submission of assignment without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. Note that for group assignments, the valid reason for one group member does not form a strong enough reason for the group's late submission. Penalty for late submission is a deduction of 25% of the assignment grade for every 12 hours after the due time.

(3) Group work

Certain assignments require you to work with other classmates as a group. You will be expected to contribute your fair share to the group's work. You are also expected to be able to resolve disagreements within the group concerning the group's work.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work that you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Kenichi Ito	HSS-04-11	65921700	kito@ntu.edu.sg
Wan Ching Catherine	HSS-04-10	63168945	wanching@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	The research process What is good research?	1, 2, 3	Vazire, S. (2014). Life after Bem. Feldman, G., Lian, H., Kosinski, M., & Stillwell, D. (2017). Frankly, we do give a damn: The relationship between profanity and honesty. <i>Social</i>

			<i>Psychological and Personality Science</i> , 8(7), 816-826.
Week 2	Academic writing Construct clarity	1, 3	Carson, S. H., Fama, J., Clancy, K., Ebert, J., & Tierney, A. (2012). <i>Writing for Psychology: A Guide for Psychology Concentrators</i> . Harvard College.
Week 3	Causality in experimental social psychology Operationalization – manipulation of an independent variable	1, 3, 4	Haslam, S. A., & McGarty, C. (2004). Experimental design and causality in social psychological research. In C. Sansone, C. C. Morf & A. T. Panter (Eds.), <i>The Sage handbook of methods in social psychology</i> (pp. 237-264). Thousand Oaks, CA: Sage. Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An 'experimental ethnography.' <i>Journal of Personality and Social Psychology</i> , 70(5), 945-960.
Week 4	Operationalization – measurement, explicit measures	1, 3, 4	Roets, A., & Van Hiel, A. (2011). Item selection and validation of a brief, 15-item version of the Need for Closure Scale. <i>Personality and Individual Differences</i> , 50(1), 90-94. Buffone, A., Gabriel, S., & Poulin, M. (2016). There but for the grace of god: Counterfactuals influence religious belief and images of the divine. <i>Social Psychological and Personality Science</i> , 7(3), 256-263.
Week 5	Operationalization – indirect and implicit measures	1, 3, 4	When bad emotions seem better: Experience changes the automatic evaluation of anger. <i>Social Psychological and Personality Science</i> , 6(7), 797-804. Kressel, L. M., & Uleman, J. S. (2015). The causality implicit in traits. <i>Journal of Experimental Social Psychology</i> , 57, 51-54.
Week 6	Report of method and results	5	No reading
Week 7	Hypothesis development Mediation and moderation	1, 3, 4	Judd, C. M., Yzerbyt, V. Y., & Muller, D. (2014). Mediation and moderation.

			<p>In H. T. Reis, C. M. Judd, H. T. Reis, C. M. Judd (Eds.) , <i>Handbook of research methods in social and personality psychology</i> (pp. 653-676). New York, NY, US: Cambridge University Press.</p> <p>Lee, S. S., & Schwarz, N. (2012). Bidirectionality, mediation, and moderation of metaphorical effects: The embodiment of social suspicion and fishy smells. <i>Journal of Personality and Social Psychology</i>, 103(5), 737-749.</p>
Week 8	Research ethics	2	Project consultation
Week 9	Data collection	3, 4	Project consultation
Week 10	Analysis of moderation and mediation data	3, 4	Project consultation
Week 11	Full report writing	5	Project consultation
Week 12	Group presentation	5	
Week 13	Individual presentation	5	