

PSYC341 Social Psychology Lab
Fall 2025
Syllabus

Instructor: Li-Jun Ji (lijunji@queensu.ca)

TAs: Samantha Xiao Shang & Matthew Peng

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Class time and location: **Mondays from 11:30 – 2:30 Humphrey 219**

Office hours: appointment by email.

Prerequisites: 203/241

Number of credits: 3

Learning hours: 9

Modality: On-campus

Classroom accessibility: accessible.

You are expected to check OnQ and your Queen's email on a regular basis, as some course materials will be posted/ emailed to you.

COURSE OBJECTIVE:

This course aims to provide an introduction to the basic research methods for conducting social psychological research and to enable students to explore a substantive area of interest using valid empirical research methods. The course is divided into two main portions: lecture and laboratory.

- **Lectures:** Students will learn principles of research methods in social psychology, develop a conceptual foundation for understanding how to design studies, conduct experiments, analyze data, and report and communicate findings.
- **Labs:** Through conceptualizing and executing a research project, the laboratory portion of the course will provide students with a more practical, hands-on experience, as they apply the basic concepts covered in lecture. Students will gain first-hand experience with selecting a research question pertaining to social psychology, conducting a literature review, formulating specific hypotheses from the research question of interest, designing an empirical study, collecting data, analyzing the data using relevant statistical analyses, giving an oral presentation of the results in class, and writing a paper to summarize the study and communicate the findings following the American Psychological Association (APA) Style Manual 7th edition.

COURSE FORMAT:

Research project – You will complete a research project for this course.

Students are **required to** complete the Course on Research Ethics (CORE) and obtain the CORE certificate before anyone can begin data collection. We will have basic ethics training during the first week of class. To learn more about the general research ethics board, please read the information provided on the GREB page: <https://www.queensu.ca/vpr/ethics/greb>

For the **research project**, students will work in groups, design their own experiments, and collect data as a group. Although students will work in groups for this, **the literature review and analysis of the collected data** must be reported individually, and **the paper must be originally and individually written up (including Introduction, Method, Results and Discussion, as well as References)**. Before groups can begin collecting the data for their studies, each group must submit a written proposal to be approved by

the instructor/TAs. Students will get feedback on their ideas in labs. The proposals must state the study's objective and provide a detailed description of the design of the experiment. Groups must follow the following ethical guidelines to obtain approval:

1. Data can be collected only from adult human participants. You may not use people from special populations.
2. Participants must provide informed consent prior to any data being collected from them.
3. No identifying information (i.e., name, student identification number, etc.) can be associated with the participants' data. You must take steps to ensure that their responses remain anonymous and confidential. Results should be reported only at the group or condition level and not for specific individuals.
4. The procedure cannot involve either physical or mental harm to the participants, including embarrassment.
5. No information of a highly personal or sensitive nature as defined by the General Research Ethics Board (i.e., basically anything pertaining to the participants' sexual orientation or behaviors, psychopathologies like depression, and drug use or other illegal behaviors) can be gathered from participants.
6. Information gathered from this research is not to be disseminated outside the classroom setting.

All written reports (including the final paper) must be submitted in electronic format (e.g., Word, PDF, etc.) and must follow the format of the 7th edition of the *Publication Manual of the American Psychological Association* (APA). To read about what constitutes plagiarism, please read the handout provided by the Writing Centre: <http://www.queensu.ca/writingcentre/handouts/Plagiarism.pdf>.

Lab assignments and reports – The following assignments/reports are to be completed for the research project.

Project rationale report (individual): Research hypothesis supported by relevant literature

Proposal Presentation (team): Team presents the proposal to get feedback.

Study Design form (team): Summary of the research proposal (including ethics checklist) & Study materials

Preregistration (team): Preregistration of the method, data cleaning & analysis plan

Project data collection: Put study online & collect data

Poster (individual): Each student will submit their own poster based on their research project

Poster presentation (team)

Final paper (individual)

Poster Presentation – You will make a TEAM poster presentation, followed with a Q&A session for students as a group.

Project Final Paper – The final paper is a 10- to 12-page (double spaced, 12-point font) written report of the research project. The paper should include the following sections: relevant literature review, research questions and hypotheses, rationale for your predictions, research design and methodology, analysis of the results (with graphs), brief discussion/conclusion of the findings, and references. The paper should conform to APA styles. The paper is due on **the 9th of December 2025 (11:59 pm)**.

Blog writing: It is important for us to be able to communicate scientific findings to the general public without using jargon. Can you write an engaging blog article (within 800 words) that your grandparents can easily understand and find interesting? Research papers will be assigned for this task.

Participation – Participation involves active participation in the OnQ Discussion forums (by asking questions and responding to other people), keen involvement in group work, regular attendance and active participation in class. [Working on course-unrelated tasks while in class does not count as participation.]

It is super important to keep up with the laboratory work, as it's almost impossible to make up with it. Please keep up with the lectures and tutorials, and engage actively with your team once assigned.

EVALUATION:

Students are expected to write and submit all lab assignments/reports by the indicated due dates. Everything will be individually written up and graded except for research proposal and its presentation. For team proposal and team proposal presentation, assessment will be performed group-wise, while we will consider peer evaluation of each team member's contribution.

Late assignments

Penalties will be applied to late lab assignments. 10% deduction will be applied for each day an assignment is late. Therefore, it is important to plan ahead of time, and get in touch with us as soon as hurdles come up.

GRADING BREAKDOWN:

- Research rationale report (Individual 5%)
- Proposal presentation (TEAM 5%)
- Study design form (TEAM 5%)
- Preregistration (TEAM 5%)
- Project data collection (including putting study on Qualtrics) (TEAM 5%)
- Research poster (Individual; 5%) and presentation (TEAM; 10%)
- Research project final paper (Individual 30%)

Blog writing: Individual 10%

Participation: Individual 20%

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to

- Use PsycINFO and Google Scholar to conduct literature research on a given topic in social psychology
- Use a web platform (Qualtrics) to design and conduct a questionnaire-type survey
- Manage and analyze data with SPSS or R
- Critically evaluate the methodology of empirical research in social psychology
- Develop skills in presenting research findings, including providing background material, highlighting key results, outlining the implications of the work, and writing in plain language.

COPYRIGHT OF COURSE MATERIALS

This material is copyrighted and is for the sole use of students registered in Psyc341. This material shall not be distributed or disseminated to anyone other than students registered in Psyc341. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

ACADEMIC INTEGRITY

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Letter grades

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (O)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Tentative course schedule

Week	Date	Lecture	Lab
1	Sept 8	Introduction Info survey (due at the end of the day)	CORE and GREB (TA) Tasks: Sign up CORE account, complete CORE certificate; certificate submitted by 14 th Sept 2025, 11:59pm Reading: Mortensen, C. R., & Cialdini, R. B. (2010). Full-cycle social psychology for theory and application. <i>Social and Personality Psychology Compass</i> , 4(1), 53–63.
2	Sept 15	Research Methods I	Form groups of 3-4 people and choose a research topic for the Research Project As a group, <ul style="list-style-type: none"> • discuss the research question and hypothesis • identify potential search terms • conduct a literature search to support the hypothesis. After team discussion, meet with the teaching team. Research Project Rationale write up: Report research question, hypothesis, and the rationale for the hypothesis supported by the relevant literature in 1-page <ul style="list-style-type: none"> • Individually written up • Template provided due on Sept 21 th by 11:59pm Reading: Heng, Y. T., Wagner, D. T., Barnes, C. M., & Guarana, C. L. (2018). Archival research: Expanding the methodological toolkit in social psychology. <i>Journal of Experimental Social Psychology</i> , 78, 14–22.
3	Sept 22	Research Methods II /Study design form (TA)	Design Research Project as a group: <ul style="list-style-type: none"> • Design an online experimental study that tests the hypotheses of your research topic • Operationalize and measurement of the relevant IVs and DVs • Specify the research design (e.g., between- or within-subject design) • Identify and address potential confounds, etc. Afterward, meet with the teaching team. <ul style="list-style-type: none"> • proposal presentation ppt due on Sept 29 before class.
4	Sept 29	Team presenting their proposal (hypothesis and design) Revise research design (based on feedback) and finalize all relevant experimental materials (including consent and debrief forms, etc.) as a group	

		Continue to work on Study design form	
5	Oct 6	Qualtrics (TA) Finalize research design, putting study on qualtrics Work on and finalize Study design form ; <ul style="list-style-type: none"> • Summarize the research proposal using the template (see Study design form) provided • Include ethics checklist • Include all relevant study materials Study design form and peer evaluation due by the end of class. Extra resource for Qualtrics: https://youtu.be/slsta7zqC2I	
	Oct 13	Fall Break	(No Class)
6	Oct 20	Communicating (Assign articles for blog writing)	Finalize the study Data collection may begin as soon as approval is obtained from the teaching team. Blog articles due on Nov 12 by 11:59pm
7	Oct 27	Research Methods III	Preregistration (TA) Power analysis Preregistration due on Oct 31 by 11:59pm Collecting data
8	Nov 3	Be a competent consumer of scientific research	Data management and cleaning (TA) Data collection due on Nov 9 by 11:59pm
9	Nov 10	Data analysis (TA)	Data analysis for Research Project Blog articles due on Nov 12 by 11:59pm
10	Nov 17	Creating tables and figures using excel/words (TA) Making a poster (TA)	Data analysis Make a poster
11.	Nov 24	Finish individual Poster (e-copy), due on 24th Nov by 11:59 pm Prepare for your poster presentation next week	
12	Dec 1	Poster presentation and Q&A [peer ratings] Final Paper due on Dec 9th by 11:59pm	

Policies

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may

impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details
(<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors “show respect by taking students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals” (“[The Fundamental Values of Academic Integrity](#)”, 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“The Fundamental Values of Academic Integrity”, 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

Generative Artificial Intelligence (AI) Tools are not permitted

- Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.

Queen’s [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI](#))-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

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