SOCIAL PSYCHOLOGY – PSY 2319

Spring 2022 – Online Class
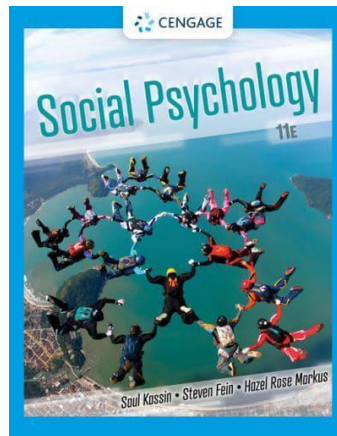
Instructor:	**Dr. Teresa (Tay) Hack**
	E-mail: tay@angelo.edu

Course website: http://blackboard.angelo.edu (Log on to BlackBoard)

PREREQUISITE: PSY 2301

REQUIRED TEXT: Kassin, S., Fein, S., & Markus, H. R. (2021). *Social Psychology* (11th Edition). Cengage Learning. I chose this book because it is written in everyday language that is easy for students to understand. Another reason I chose this book is because I feel that it does a great job of incorporating empirical research to support theories, and applies both classical and contemporary findings to everyday life by presenting numerous and relatable examples.

COURSE DESCRIPTION

Welcome to the study of social psychology! Perhaps the birth of social psychology can be traced back to 1895 and the work of Norman Triplett; however, social philosophers talked of social psychological phenomena as early as the 1850s. A significant milestone in social psychology was set in 1908 with the publication of two textbooks with the term "social psychology" in the title; one by a sociologist (Edward A. Ross) and the other by a psychologist (William McDougall). Shortly thereafter (1924) Floyd Allport published an influential textbook named *Social Psychology*. Since F. Allport's publication of *Social Psychology*, other notable scholars that worked to develop social psychology as an area of study may include scholars like Gordon Allport, Kurt Lewin, Solomon Asch, Muzafer Sherif, Leon Festinger, Stanley Milgram, Philip Zimbardo, Elliot Aronson, and others. However, among the many influential social psychologists throughout the history social psychology, one person tends to stand out, Kurt Lewin. Lewin is often cited as the "father" of modern social psychology, and is frequently noted to have said, "There is nothing so practical as a good theory" (Lewin, 1952). It is within this tradition that this course is presented.
The understanding of social psychological theory and its application is paramount to this course.

ONLINE COURSE:
Online courses provide students with a flexible and convenient way to learn. For instance, some students who are working full-time, or raising families, or who live far from campus may elect to take online courses because they are convenient. One of the benefits of online classes is that they allow you to study around your life's schedule. But please understand that doesn't mean that online classes are easier than traditional classes. Although the course is a few weeks, it doesn't mean that we go over less material than a full 16 week course. In fact, we cover the same amount of material as a full 16 week course, only we do so in a condensed span of time. As such, it is VITAL that you are able to devote plenty of time to your work in this course. Because this is an accelerated class, e*xpect to devote approximately 6-8 hours each week toward completing work for this class*. Balancing responsibilities of school and other aspects of life can become a difficult juggling act, especially for online classes.

In order to succeed in this and other online classes, you will need to be self-motivated, dedicated, determined, and have a serious commitment to learning and working on your own. **Time management is imperative to success in completing coursework**. You will need to be very organized and take responsibility for your own learning. It will be up to you to find time for your class work and to make the most of it. You might find it helpful to get into a routine of devoting specific times each day for working on the class material without distractions to ensure that you stay on top of your work and do not fall behind.

As with traditional classes, you will get out of your experience what you are willing to put into it. The more effort you put into comprehending the material the more likely you are to succeed. I suggest that you ask questions whenever you are uncertain about anything related to the class or course material. I am here to help you succeed and to guide your learning. As with other online courses, this class has a lot to offer students who dedicate the time and focus to getting the most out of their courses.

COURSE OBJECTIVES:
- Learning fundamental principles, generalizations, or theories.
- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning to apply course material (to improve thinking, problem solving, and decisions).

STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:

- Identify and describe empirical findings regarding social psychology.
- Demonstrate a critical analysis of generalizations made from research.
- Analyze and identify social psychological theories and concepts to popular media.
- Apply course material to real world situations and utilize information to examine one's own behavior and the behavior of others.
- Synthesize information and extend knowledge learned to personal experiences.

METHOD OF ASSESSING LEARNING OUTCOMES:
Learning outcomes will be assessed via 14 discussion forums, and 4 objective exams.

Grading Information

Grading Scale: 680 Total Points Available for the Course (Final grades determined by adding points)

	Points Available
Discussion Postings	280
Exams	400
Total	680

Points	Letter Grade
612 - 680	A
544 – 611	B
476 – 543	C
408 – 475	D
407 and below	F

VERY IMPORTANT!! At the end of every semester, a student approaches me to request that I raise his or her grade (because he or she will be placed on probation, because he or she won't make it into graduate school, because he or she will lose a scholarship, because he or she won't be able to graduate...or whatever), and that s/he will do any amount of extra work to have her or his grade raised. Please do not ask. I have never done this, and I never will. It is not only unethical to change your grade in this way; it is also unfair to the other students in our class.

DISCUSSION BOARD: (**14 discussion topics, 20 points each – total of 280 points**)

There will be a total of 14 discussion topics (includes the meet & greet), which will be located in the discussion board area of Blackboard for you to respond to, discuss, and comment on; your responses must be detailed and of a substantial nature. These discussion topics are where the interchange takes place between you, your classmates, and me. I expect all students to participate regularly and contribute to the discussion topics.

Each Saturday morning the discussion topics will be posted on Blackboard Discussion Board. **You will have until Friday at 5:00 p.m. (CST) each week to answer the discussion questions and respond to your classmates**. In other words, most weeks there will be two chapter questions; therefore, you will post your answers to each of the chapter questions. You will also

need to respond to at least one of your classmate's answer to both questions. For example, if there are two chapter questions in a week, you will post your answers to both questions and your responses to a classmate's answer to both of the chapter questions. Please do not wait until the last minute to respond to the discussion topics - your classmates and I must have time to read and comment on your postings. **IMPORTANT: THERE WILL BE NO POINTS AFTER THE DEADLINE.**

BREAKDOWN OF POINTS - DISCUSSION POSTS (TOTAL POSSIBLE PER POSTING= 20)

Level of analysis
18-20 = Evaluated reading at highest level; displayed outstanding critical thinking skills by interpreting, analyzing, and questioning the information; constructed original ideas, and developed a coherent response by organizing ideas.

16-17 = Evaluated reading at high level; displayed good critical thinking skills by interpreting and analyzing the information; developed a coherent response by organizing ideas.

14-15 = Evaluated reading at average level; did not display critical thinking skills (reflected by simply restating the information without thoughtful interpretation); developed a coherent response by organizing ideas.

12-13 = Displayed very little understanding of the reading; did not display critical thinking skills; developed a minimally coherent response and did not organize ideas.

11 and under = Did not display any understanding of the reading; did not display critical thinking skills; did not develop a coherent response and did not organize ideas.

5 point deduction for not responding to a classmate's answer.
To get full points here, make sure that your comments to your classmates are substantial. In other words, I don't want to see empty or trivial responses that simply say things such as, "Yeah, I agree." You must give reasons for why you agree or why you disagree with their statements by using material from the text. You may also want to add to a classmate's response with your own personal understanding, observations, and/or experiences.

RESPONSES POSTED AFTER THE DEADLINE = 0

EXAMINATIONS: **(100 points each, four exams – total 400 points)**

There will be a total of four (4) examinations in this course; **each exam is immediately available on the first day of class**, will be online, and will consist of objective multiple choice items. The exams will be given online via Blackboard requiring the use of the Respondus LockDown Browser. Exams are timed, multiple attempt, and open book in nature. The three exams, as well as the instructions for taking the exams, are available under the "Examinations" tab on the Blackboard menu. You may take each exam as many times as you'd like (I count only your highest score for each exam). **IMPORTANT: I strongly suggest that you do not wait until the last minute to take each of the exams; after the due date listed on the course schedule, the exam will no longer be available and there are NO MAKE-UP EXAMS.**

Tips for Discussion Posts:

1. For those of you who have never participated in online discussions in my class, to post your answers simply click on REPLY to my questions or to your classmate's posts. Please do not start separate threads.

2. Be timely in your responses. The schedule found on the last page of this syllabus outlines the chapters and activities that you should be discussing each week. Do not wait until the last moment to respond. Remember, there is no credit for late responses. **I strongly suggest that you post your responses earlier, rather than later in the week**.

3. Read the discussion question(s) completely. **Make sure to completely answer every part of the question(s).**

4. Please do not submit your answers to the discussion questions as a word document attachment. Instead, please type your responses directly into the textbox unless otherwise instructed.

5. Make sure your response is thorough, detailed, and well thought-out. Remember that your responses are a major way of determining whether you understand the material or not. As such, it is immensely helpful if you display critical thinking skills regarding the particular topic by **using examples to illustrate your answers**; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

6. When you respond to another classmate's comment, make it substantive. In other words, use your critical thinking skills here too. This means that I don't want to see empty comments that simply state things such as, "Yeah, I agree." Of course, you may certainly feel free to agree or disagree with what your classmates write; however, you must give reasons for why you agree or disagree with their statements by using material from the text. You may also want to add to a classmate's response with your own personal understanding, observations, and/or experiences. We all learn from each other, so feedback to and from your peers is very important!

7. Make sure that when you refer to information from your text (or other printed material) that you **put the information in your own words (not simply changing around several words).** The goal is to determine *your understanding of the material*, not your ability to copy text! First, read the information, then close the book and write your own interpretation of what you just read without looking back at it. That's what I'm interested in....your interpretation of the material. Many students find that the more practice they get with paraphrasing, the easier it becomes. If you absolutely must use direct quotes, you also must include the page number from the text.

8. Include the page number after the information you cite from the textbook. In other words, if you refer to information from the text in your answer, then you need to include the page number of the text where you read that information. For example, it would look like this (p. 44). Write your sentence(s) and then add the page number in parentheses at the end of the sentence(s).

9. Check the discussion board at least daily after you post a response. Your classmates and I may have questions regarding your posts that need clarification.

10. Please DO NOT use textspeak in your discussion posts (*u* for you, *ikr*, *bcuz* for because, *ic ur point*, etc.). Please conduct yourself in a professional manner.

11. All discussion posts need to reference the textbook at the end of the post. Please use this format for including the reference at the bottom of each of your posts:

Kassin, S., Fein, S., & Markus, H. R. M. (2021). *Social Psychology (11th ed.).* Cengage Learning.

Formatting in the Textbox:

1. Please format your answers into separate paragraphs. When there are two chapter questions, you will want to create one paragraph for your answer to the first question and another separate paragraph for your answer to the second question.

2. If you write your responses on a word document and then copy and paste your work into the textbox, it can wreak havoc with the formatting. I strongly stress that you type your responses directly into the textbox. You can always save your response as a draft (the button next to the submit button) and then come back to it later. Nobody but you will be able to see it. You can save it as a draft again and again until you are finished and ready to submit. At that point, instead of clicking on save as a draft, you can simply click on submit and it will become visible to both the class and to me.

Content and Length of Your Posts:

1. This is a biggie: Make sure that your response is thorough, detailed, and well thought-out. Remember that your responses are my only way of determining whether you understand the material or not. As such, it helps if you display critical thinking skills regarding the particular topic. To this end, many students have found it helpful to use examples to illustrate their answers; this shows not only your critical thinking skills, but also makes your level of understanding clear to me.

2. Also, several students ask me about the expected length of responses. My answer is that I would like to see detailed, well thought-out responses that illustrate to me that you not only read the material, but that you actually thought about the information and were able to expand ideas by relating it to your present knowledge or experience. As such, responses can never be too long if the content discusses the topic at hand. However, responses can be too short or incomplete. **To answer questions in a complete and detailed manner, each answer to each of the chapter questions each week should consist of at least 10 sentences. So, if there are two questions for one week's discussion, your answer should include two separate paragraphs, each including at least 10 sentences. Using quotes from the textbook or other original source will NOT count toward the 10 sentence requirement.**

Other Important Stuff:

- Remember, online classes require that students be self-disciplined and engage in effective time-management. As your instructor I will help guide and assess students' level of understanding; however, by its very nature online classes require that students take considerable responsibility for their own learning.

- Online classroom participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2007-2009_Bulletin.pdf.

- Please treat your instructor, colleagues, and peers with respect. **THINK BEFORE YOU CLICK SUBMIT!!**

- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/honorcode5.pdf.

- If you require assistance with technical issues, please contact the IT Helpdesk at 942-2911.

Course Schedule

	DATE	TOPIC	READINGS
Week 1		Meet and Greet, Introductions and Syllabus	
Week 2		Introducing Social Psychology Doing Social Psychology Research	Chapter 1 Chapter 2
Week 3		The Social Self Perceiving Persons	Chapter 3 Chapter 4
Week 4		Stereotypes, Prejudice, Discrimination Attitudes	Chapter 5 Chapter 6
Week 5		Conformity Group Processes	Chapter 7 Chapter 8
Week 6		Attraction and Close Relationships Helping Others	Chapter 9 Chapter 10
Week 7		Aggression Law	Chapter 11 Chapter 12
Week 8		Health	Chapter 14
		All exams must be completed by 5pm, March 11	

Don't forget, weekly responses are due by 5:00 p.m. (CST) Fridays.

Minimum Technical Skills Required

- You must have access to a computer (at home, school, or work) that you can use for several hours at a time that is preferably in a quiet environment without distractions.

- The computer you use should have Broadband internet access (e.g., cable, DSL, or other high speed).

- Your computer should have up-to-date anti-virus software installed.

- You should be able to navigate websites, including the ability to download files from websites.

- Have the ability to download and install software, such as Adobe Reader.

- Be able to use email, and attach and download email files.

- You should be able to save and retrieve files on your computer.

- You need to have access to a computer with a word processing program (e.g, Microsoft Word).

- You should be able to locate information on the Internet using a search engine.

Policy on late or missed assignments

No late work is accepted unless prior approval is given by the instructor.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:
- [Angelo State University Student Handbook](#)[1]
- [Angelo State University Catalog](#)[2]

Student Responsibility and Attendance

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Health and Human Services adheres to the university's [Statement of Academic Integrity.](#)[3]

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[4] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.[7]

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)[8] for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email:michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.
Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional

Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes

1. Gaining a basic understanding of the subject
2. Learning to apply course material to real world situations

End of Syllabus

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[1] https://www.angelo.edu/student-handbook/
[2] https://www.angelo.edu/catalogs/
[3] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
[4] https://www.angelo.edu/services/disability-services/
[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
[6] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
[7] https://www.angelo.edu/dept/writing_center/academic_honesty.php
[8] https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of