PSY 6332
SOCIAL PERCEPTION
SPRING 2022

Instructor: Dr. Teresa (Tay) Hack

Email: tay@angelo.edu
Email Office Hours: every day including weekends

Course Information

Course Description

This course covers social perception of individuals and groups. The text for this course comprises articles that focus on different aspects of perceiving individuals and social groups, and applications including impression formation and social stereotypes. A major goal of this course is for students to learn the importance of how perceptions of our social environments can apply to different areas of life.

Course Credits

3

Prerequisite Skills

Accessing and using Blackboard, accessing and using ASU Library resources, and proficiency with Microsoft Word are expectations of this course.

Student Learning Outcomes

Upon completion of the program of study for this course, the student will be prepared to:

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Learning fundamental principles, generalizations, or theories	Identify and describe empirical findings regarding social perception of individuals and groups (discussions)
Learning to apply course material to daily life	Analyze and identify areas of social perception as they apply to situations in everyday life (discussions)
Learning to apply course material to self	Apply course material to examine and understand one's own behavior (discussions)
Learning to apply course material to understand the behavior of others	Apply course material to real world situations to understand the behavior of others (discussions)

Course Delivery

This is an 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, we still cover the same amount of information as a full semester course. 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.

Required Texts and Materials

Social Perception from Individuals to Groups (2015). Stroessner, S. J. & Sherman, J. W. (Eds.) Psychology Press.
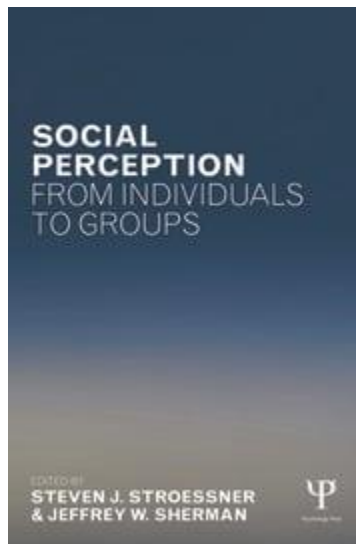
Technology Requirements

To successfully complete this course, students need to have access to Blackboard, Microsoft Word and reliable high-speed internet connection.

Communication

I try to respond to emails within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. All course communication will be done exclusively through your ASU email address and Bb announcements. Check frequently for policy changes.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Posts	**Total Course Points 800**
Eight Discussion Posts – 100 points each	

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. There is no curve. The following grading scale is in use for this course:

A = 720-800 points
B = 640-719 points
C = 560-639 points
D = 480-559 points
F = 0-479 points

Teaching Strategies

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved discovering, processing, and applying the course information by discussing course material and experiences with the class.

Assignment Description

Discussion Postings: **(8 discussion topics, 100 points each – total of 800 points)**

There will be a total of 8 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 in a timely fashion.
Discussion topics will be posted on Blackboard Discussion Board every Saturday. **You will have until the end of each week on Friday at 5:00 p.m. (CST) to answer the discussion questions and respond to your classmates.** In addition to answering the individual chapter questions, you will need to respond to at least one of your classmate's answer to the chapter questions. Please do not wait until the last minute to respond to the discussion topics because there will be no points awarded for answers or responses after the deadline of 5:00 pm (CST) each Friday. That

means that if your post is timestamped at 5:01, there will be no credit. So, please make sure to get your work posted in plenty of time.

TOTAL POSSIBLE POINTS FOR EACH POST = 100

Level of analysis
90 - 100 = 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. Included at least 20 relevant sentences (direct quotes do not count toward the minimum).

80 - 89 = Evaluated reading at high level; displayed good critical thinking skills by interpreting and analyzing the information; developed a coherent response by organizing ideas.

70 - 79 = 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.

60 – 69 = Displayed very little understanding of the reading; did not display critical thinking skills; developed a minimally coherent response and did not organize ideas.

59 and below = 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.

10 Point deduction for not responding to at least one of your 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 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

POLICY ON LATE OR MISSED ASSIGNMENTS
No late work is accepted unless prior approval is given by the instructor.

Course Schedule

	DATE	TOPIC	READINGS
Week 1		Meet and Greet	Introductions
Week 2		The Mental Representation of Persons, Events, and Behavioral Mindsets.	Chapter 3
Week 3		Causes and Causal Attributions: Questions Raised by Dave Hamilton and Spontaneous Trait Social Cognition.	Chapter 4
Week 4		When Literatures Collide: Synergies Between Stereotyping and Impression Formation	Chapter 6
Week 5		Variations on a Theme: Attentional Processes in Group and Individual Perception	Chapter 7
Week 6		Motivated Entitativity: When We'd Rather See the Forest Than the Trees	Chapter 9
Week 7		Generalization Processes in Collective Responsibility and Intergroup Conflict	Chapter 11
Week 8		Essentialism in Language: Plagiarizing David Hamilton	Chapter 12

Tips for Discussion Posts:

1. 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. **I strongly suggest that you post your responses earlier, rather than later in the week**.

3. Read the discussion question(s) completely. Please make sure to **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.

5. Make sure 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 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. 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. You might find it helpful to first read the information, then close the book and write your 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 after the direct quote.

7. 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).

8. 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.

9. All discussion posts need to reference the textbook and chapter pages at the end of the post. Please use this format for including the reference and relevant chapter and page numbers at the bottom of each of your posts:

Sherman, S. J. (2015). Dave and me: A history of our collaboration. In S. J. Stroessner & J. W. Sherman (Eds.), *Social perception from individuals to groups* (pp. 8-25). Psychology Press.

Formatting in the Textbox:

1. To format your answers into separate paragraphs and to use italics with your references, please make sure that you use the Visual Editor at the top of the textbox. It allows for all kinds of formatting options.

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. So you might consider typing your response directly into the textbox. You can always save your post 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. It helps if you display critical thinking skills regarding the particular topic. 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 should **include at least 20 relevant sentences to each question**. Responses can never be too long if the content discusses the topic at hand. However, responses can be too short or incomplete.

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, 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.

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)[1]
- [Angelo State University Catalog](2)[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)[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

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