TEXT: Social Psychology, Kassin, Fein, Markus; 8th Edition

COURSE DESCRIPTION
The purpose of this course is to 1) provide you with a basic introduction to the theoretical perspectives explaining human behavior within the context of social situations and groups, 2) increase your understanding and appreciation for the scientific research conducted by social psychologists, 3) encourage critical thinking and careful analysis of psychological theories, research and other issues, and 4) aid in your personal adjustment to life.

More specifically, students should be able to do the following upon completion of the course (student learning outcomes):

- analyze the elements of a scientific approach to understanding human social behavior
- contrast the social influences with the biological or other influences on behavior
- explain the major scientific studies which form the basis for current theories of social psychology
- describe the ways in which principles gleaned from social psychological research apply to real world problems and issues
- evaluate models of intervention into social behavior designed to address social problems.
- compare basic concepts and theories in the major areas of inquiry within the discipline of social psychology
- identify individual and sociocultural differences with respect to the topics addressed in social psychology

These objectives will be fulfilled through a combination of instructional methods: lecture, class discussion, video presentations, textbook study, a research/writing assignment, and testing.
STUDYING AND LEARNING IN THIS COURSE
There is no homework (other than the research project described later) in this class. Success is based upon your ability to learn from lectures, discussions, and the assigned textbook. Regarding the classroom portion of this course, you should take notes on whatever is covered in class. The material presented in class is critical to your learning and is designed to elaborate on, give examples of, and to stimulate critical thinking about the material that is presented in the textbook. The textbook is also a central aspect of the course and assigned chapters should be read prior to the class periods in which they will be discussed. When reading, it is usually best to focus on main points and general concepts. Even though the detail is often important to your overall understanding and test preparation, you should not spend all of your time trying to memorize definitions and specific detail. Seeking an understanding of the material, while noting important details, should be your goal. In general, class lectures and textbook information will supplement each other, with lectures providing highlights and discussion, and the textbook providing more detail and background. The study questions found on my website will help you identify the information in lectures and the textbook that is most likely to show up on tests.

GRADING
Your grade will be determined by your performance on four tests, a mini-research project and paper, several “two-minute essays,” and extra credit. The list of tasks or assignments (excluding extra credit which will be covered later in the syllabus) and the number of points you can earn from each is as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>50</td>
</tr>
<tr>
<td>Test 2</td>
<td>50</td>
</tr>
<tr>
<td>Test 3</td>
<td>50</td>
</tr>
<tr>
<td>Test 4</td>
<td>50</td>
</tr>
<tr>
<td>Article summary/analysis</td>
<td>20</td>
</tr>
<tr>
<td>Mini-research project outline</td>
<td>10</td>
</tr>
<tr>
<td>Mini-research project</td>
<td>80</td>
</tr>
<tr>
<td>Two-minute essays</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

The writing assignments will be graded on a 90% (A), 80% (B), 70% (C), 60% (D) scale. However, each of the four tests will be graded on a curved scale depending upon the performance of the class as a whole. As a result, it is impossible to determine the final grading scale for the class until after all the tests have been completed. As a rough guideline only, if this semester is similar to previous semesters, an A will be earned by approximately 85% of the total, a B by approximately 75%, a C by approximately 60%, and a D by approximately 50%.

TESTS
Tests will consist of multiple-choice questions, the majority of which will come from the textbook. We will be covering much of the textbook material in class, but it will still be
necessary for you to have a good knowledge of the basic material in the book. The study
questions on my web site will help determine the information in the textbook not covered
in class that is still important to know. The first test will cover the first three chapters
discussed in class, and each subsequent test will cover the three chapters discussed since
the previous test. **There are no comprehensive exams and no final exam in this class.**
You will need a Scantron form #882 for each test.

To encourage appropriate preparation for the tests, you will be allowed to use the front
and back of one “3 by 5” note card during each test. What you put on the note card is up
to you, but the study questions on my website should provide a rough guide of the
material you should know for each chapter.

It is important for students to arrive on time to every class, but especially so on the day of
a test. **Be advised that if you arrive after everyone else has begun taking a test, you
may not be allowed to take the test at that time.**

You are allowed to make up one test during the semester if you miss it for whatever
reason. You don’t need to justify your absence (or lateness) in order to take advantage of
this benefit. All make-up tests, regardless of the particular test, will be held at the time
of the regularly scheduled final exam for this class. If you miss more than one test, you
will only be allowed to make up one of them. You are not allowed to make-up a test for
which you received a low score.

**ARTICLE SUMMARY/ANALYSIS**
This assignment is designed to help you prepare for the mini-research project and paper
(described below). You will be given a list of research articles from which you will
choose one to summarize and analyze. The articles will describe research conducted by
psychologists and will be written in a format similar to what I expect from you when you
write up your mini-research project. For this assignment you will write a two-page paper
on the article you have chosen. The first page of your paper should be a summary of the
article describing in your own words the general topic of the article, what the researchers
expected to find in their research, generally how they conducted their research, and what
they concluded from their research. The second page of your paper should be a personal
reaction to the information given in the article. Make sure that you fill up two full pages
in writing your summary and analysis.

This assignment is worth 20 points and is due during class time on the date indicated on
the attached schedule.

**MINI-RESEARCH PROJECT AND PAPER**
The field of social psychology includes many concepts that can be fairly easily
researched. In this class you will have the opportunity to do real research to test an
hypothesis related to social psychology of your own choosing. In conjunction with your
actual data collection, you will do some type of literature review pertaining to the topic of
your research. Your grade will be based on a paper detailing your literature review, a
testable hypothesis, the methods you used to test your hypothesis, the results of your
study, a discussion of how your results compare to your hypothesis and the previous research, and an indication of the implications and/or any future studies that your results suggest. In other words, you will do a social psychological study and write it up similar to the published studies that you have seen (or will see) in psychology journals.

Your study does not have to be complicated and I will provide you with several possibilities from which you are free to choose. You are welcome to work with other students (no more than two others, for a total of three) on the actual study. Students can even collaborate on the literature review and any ideas or concepts related to the study and its write-up. However, each student is to turn in their own paper reflecting their own words and writing style.

Every project must be reviewed with me (via a project outline – worth 10 points) prior to beginning the actual study. The due date for the outline of your project is indicated on the attached schedule. In addition, you are encouraged to consult with me at any point of the study and your write-up.

Further information will be provided in class. My web site also includes an example paper and some additional detailed information about how to write the paper.

This assignment is worth 80 points and is due during class time on the date indicated on the attached schedule.

LATE ASSIGNMENTS
Any required written assignment (article summary/analysis, mini-research project outline, and mini-research project paper) will be accepted late but 4 points will be deducted for every day that school is in session (Monday through Thursday, excluding holidays) that the paper is late. Note that since the paper is due during class time, if it is turned in after class (to my office or the Behavioral/Social Science office) on the due date, it is considered one day late. If the paper is turned in the next day, it is considered two days late, and so on. I generally do not accept e-mailed papers but can make exceptions upon request.

ATTENDANCE (Two-minute essays)
I feel that attendance in class is always important. It shows commitment and a willingness to learn. Past experience has shown me that students who miss class do not do well. This is most likely because the lectures typically pertain directly to the information that will be on the tests. In addition, regular class attendance helps you keep track of important dates such as those for tests and papers. Being on time is also important since it is the courteous thing to do and because I often will give crucial information at the beginning of a class period that may not be repeated later.

The two-minute essays are a way of encouraging attendance. They are also a way to keep you focused on the material. As such, these essays will consist of short responses that you will provide to questions or prompts given in class. The questions or prompts will usually be related to the material discussed in class that day. Your responses will be
graded, but usually if you have been awake in class and can communicate your thoughts or knowledge about basic information that was discussed, you will earn all the points possible for that day. Since one of the purposes of these activities is to encourage attendance, they cannot be made up if you are absent. If you miss more than a couple of these, you should plan on doing the extra credit paper (described later in the syllabus) to make up the difference. **If you miss 4 or more two-minute essays, you may be dropped from the class.**

**EXTRA CREDIT**

All students can do an extra credit paper, and many should in order to ensure the likelihood of a “good” grade in the class. This task requires you to obtain a published social psychological source/article (other than the ones I provide for the summary/analysis paper). Internet sources are acceptable, and the source does not have to be a summary of a specific study. After finding an appropriate article, you are to write a full one-page summary and a full one-page personal analysis (your own ideas and reaction) of it. **You are to turn in a copy of the article/source with your two-page paper.** Only one extra credit paper may be turned in and it is due no later than the date indicated on the schedule that follows. Students who follow these basic instructions will earn 15 points. Fewer points may be awarded if any of the above instructions are not met.

**MY WEB SITE**

I have a web site that may prove to be valuable to your performance in this class. The address is on the front of the syllabus. As you will see, the site includes study questions for each of the chapters we cover (to help you prepare for the tests), a sample of a test I have used in the past, an example of a good research project paper, an indication of your current points and grade in the class, and several other things of interest. If you need help accessing the web site let me know.

**STUDENT CONDUCT**

Adherence to certain rules and guidelines will help ensure the appropriate atmosphere for a college class:

- Unnecessary conversations between students during lectures should be held to a bare minimum, and should generally be non-existent during tests.
- Usage of cell phones (including the sending of text messages) and any listening devices is not appropriate in class under any circumstance.
- Baseball type hats, visors, and any type of earphones are not to be worn during tests.
- Plagiarizing or cheating in any form is not acceptable. You may not use another’s words, writing style, or ideas in your own written assignment without giving proper credit. Likewise, copying another student’s answers on a test or completing a two-minute essay for another student is unacceptable.
- Tolerance and acceptance is to be accorded every individual in the class. If there are situations involving other students that interfere with your ability to succeed in
the class, please let me know.

Failure to abide by these rules and guidelines may result in loss of points on specific assignments/tests and/or dismissal from the class. In the case of cheating or plagiarizing, I am required to report all incidents to my dean, which may result in a notation in the student’s file and possible dismissal from the college.

TENTATIVE READING ASSIGNMENT AND TEST SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>READING</th>
<th>SUBJECT</th>
<th>TEST/ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 20-22</td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>26-29</td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Feb 2-5</td>
<td>Chapter 2</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Chapter 3</td>
<td>Social Self</td>
<td>Test 1: Ch 1, 2, 3 on Feb 11/12</td>
</tr>
<tr>
<td>17-19</td>
<td>Chapter 4</td>
<td>Perceiving Persons</td>
<td></td>
</tr>
<tr>
<td>23-26</td>
<td>Chapter 5</td>
<td>Prejudice</td>
<td></td>
</tr>
<tr>
<td>Mar 2-5</td>
<td>Chapter 6</td>
<td>Attitudes/Persuasion</td>
<td>Research Article Summary/Analysis due Mar 2/3</td>
</tr>
<tr>
<td>9-12</td>
<td>Chapter 6</td>
<td>Attitudes/Persuasion</td>
<td>Test 2: Ch. 4, 5, 6 on Mar 11/12</td>
</tr>
<tr>
<td>16-19</td>
<td>Chapter 7</td>
<td>Conformity/Obedience</td>
<td></td>
</tr>
<tr>
<td>23-26</td>
<td>Chapter 7</td>
<td>Conformity/Obedience</td>
<td>Research Outline Mar 23/24</td>
</tr>
<tr>
<td>Mar 30-Apr 3</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 6-9</td>
<td>Chapter 8</td>
<td>Group Processes</td>
<td></td>
</tr>
<tr>
<td>13-16</td>
<td>Chapter 9</td>
<td>Attraction</td>
<td>Test 3: Ch. 7, 8, 9 on Apr 15/16</td>
</tr>
<tr>
<td>20-23</td>
<td>Chapter 10</td>
<td>Helping Others</td>
<td></td>
</tr>
<tr>
<td>27-30</td>
<td>Chapter 11</td>
<td>Aggression</td>
<td>Research project due Apr 27/28</td>
</tr>
<tr>
<td>May 4-7</td>
<td>Chapter 12</td>
<td>Law</td>
<td>Last day for extra credit May 6/7</td>
</tr>
<tr>
<td>11-13</td>
<td>Chapter 12</td>
<td>Law</td>
<td>Test 4: Ch 10, 11, 12 on May 12/13</td>
</tr>
</tbody>
</table>

Make-up tests (if you missed one earlier in the semester) will be given according to the college final exam schedule for this class. If you did not miss a test during the semester, you do not need to take a make-up test and therefore do not need to show up doing finals week.