

Course	PSYC 3600 Social Psychology
Term	Spring 1, 2008
Instructor	Name: Lacey Smith Phone: (816) 377-3587 Email: lacey.smith@avila.edu
Catalog Description	Examines how people influence and are influenced by their social setting. Examines the social nature of individuals (attitudes, attitude change, prejudice), dyads (human relations), and small groups (conformity, decision making, leadership). Students are encouraged to apply theories and research issues of personal concern. Prerequisites: PSYC 1100, ANSO 1010, or ANSO 1070, and 6 credit hours of social science; or permission of Academic Advisor.
Course Level Outcome Objectives	<ol style="list-style-type: none"> 1. The student will develop an appreciation and understanding of the wide, varied and complex nature of social psychology. Each module in the text will expand four learning areas: Introduction to Social Psychology; Social Thinking; Social Influence and Social Relations. 2. The student will become familiar with the research methodology commonly used by social psychologists. To understand the limitations of this research and the underlying principles of ethical research. 3. The student will become aware of the various social influences that impact behavior such as culture and gender, conformity, persuasion, and group influences. 4. The student will become aware of the influences of behavior on social relationships such as prejudice, aggression, attraction, intimacy, altruism, conflict, and peace building. <p>Critical Thinking will be advanced by completing chapter readings and reinforced by the chapter quizzes; in-depth research and writing on issues of social psychology and application to a research paper or project.</p> <p>Students will use the following data bases to advance their research, writing skills, and knowledge of Social Psychology:</p> <ol style="list-style-type: none"> 1. The Student CD-ROM which came with your text book. The CD-ROM combines recreations of classic experiments, footage from original experiments, and interviews with high profile social psychologists. The CD-ROM also provides Web-based activities, including national polls, self-assessments, and other interactive exercises that are designed to help you understand key concepts found in the text. 2. The author of the text has an Online Learning Center found at

	<p>http://www.mhhe.com/myers This website will advance increased knowledge of specific social psychological concepts and issues.</p> <p>3. The Social Psychology Network found at www.socialpsychology.org is a comprehensive source for information on exploring; virtually every major topic in the textbook.</p> <p>4. Passports-Eden Webster Library on the Internet (PsycFIRST& ERIC).</p> <p>5. Access the Internet as needed.</p> <p>6. APA guidelines are required for writing research papers.</p> <p>The overall course objective is to complete three interrelated assignments: 1)The Course Overview of Module (chapter) readings and completion of Chapter Quiz; 2) Critical Thinking Essay questions developed from The Social Connections CD-ROM and; Applied topic of a specific Research Paper/Project.</p>										
Materials	Exploring social Psychology by David G. Myers, McGraw Hill Publishing Co. 2004, 3 rd edition, ISBN 0-07-284212-1.										
Grading	<p>Each of the course requirements is worth the following number of points:</p> <table data-bbox="568 924 1250 1186" style="margin-left: auto; margin-right: auto;"> <tr> <td>Quizzes (4) – 20 points each</td> <td style="text-align: right;">80 points</td> </tr> <tr> <td>Essays (3) – 25 points each</td> <td style="text-align: right;">75</td> </tr> <tr> <td>Presentation and handout</td> <td style="text-align: right;">75</td> </tr> <tr> <td>Class participation (10 points each week)</td> <td style="text-align: right;"><u>80</u></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">310 points</td> </tr> </table> <p><u>Final Grading Scale:</u></p> <p style="margin-left: 40px;">A – 278 or more points B – 247-277 C – 246-216 D – 215-185 F – 184 or fewer</p>	Quizzes (4) – 20 points each	80 points	Essays (3) – 25 points each	75	Presentation and handout	75	Class participation (10 points each week)	<u>80</u>	Total	310 points
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Total	310 points										
Activities	This course will include experiential learning techniques, in-class group activity, lectures and group discussions.										
Policy Statements: University Policies	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of</p>										

	<p>these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
Course Policies	There are no additional policies for this course.
Weekly Schedule	<p>Week 1 – Introduction to course Introduction/Methodology In-class exercises Interactive lecture on chapter pages 1-49 <i>** assignment- read pages 1-101</i></p> <p>Week 2 – Quiz #1 Social Thinking, Motivation, Intuition, Attitudes Continue Interactive lecture, class discussion In-class exercises and assessments Fishbowl activities <i>** assignment- read pages 103-164</i></p> <p>Week 3 – Quiz #2 Social Cognition, Social Influence, Culture and Gender Continue lecture, class discussion In-class exercises</p>

	<p><i>**assignment- read pages 165-211, prepare first essay</i></p> <p>Week 4 – Quiz #3 and turn in first essay Persuasion, Self-Awareness, Group Behavior Continue lecture, class discussion Fishbowl activities and in-class exercises <i>**assignment- read pages 213-284, prepare second essay</i></p> <p>Week 5- Quiz #4 and turn in second essay Social Pressure, Social Relations, and Aggression Continue lecture, class discussion In-class assignments and scale exercises <i>**assignment- read pages 285-334, prepare third essay</i></p> <p>Week 6- Turn in third essay Media, Violence, Attractiveness, Relationships Continue lecture, class discussion In-class exercises, review presentation assignment <i>**assignment- read pages 335-385</i></p> <p>Week 7- Social Dilemmas, Conflict, Communication Continue lecture, class discussion Fishbowl activities and in-class exercises <i>**assignment- finish presentation and handout</i></p> <p>Week 8- Finish with interactive lecture Wrap up of themes and constructs Student presentations</p>
<p>Additional Information</p>	<p>Course Requirements:</p> <p>1. Quizzes – At the beginning of the noted class sessions, students will complete a brief quiz covering the reading assignment.</p>

2. Integrative Learning Essays – Students are to write three 4-5 page Integrative Learning Essays in which they discuss a theme described in the textbook as it relates to his/her own experiences and personal beliefs about why human beings think, feel and behave as they do in various social situations. The **primary objective** of this assignment is for students to use information presented in the text to analyze and evaluate their interpretations of their own thoughts, feelings and behaviors in various social situations, as well as those of other people.

***LATE ESSAYS WILL RESULT IN A LOWERED GRADE.

3. Presentation of a research article – Each student is to obtain a copy of one of the references included in a chapter of the text (or an article of choice from a different reference, as long as it is peer reviewed). The student is to present a brief summary of the key points of the article to the class and provide a question for class discussion (**15 minutes maximum**). Good discussion questions require people to think beyond the content of the article. Examples include questions that challenge commonly held beliefs, apply the primary message of the article to various social situations (other than those described in the text or in the article), evaluate the authors' conclusions, compare and contrast opposing ideas, etc. Each student will be required to hand out the article reference with a brief written summary of the article, including the question posed.

Questions Used to Evaluate the Presentations: Was the summary of the key points of the article clear, accurate and concise (within the 15 minute timeframe)? Was the summary free of unnecessary detail? Was the student able to summarize the article in her/his own words rather than reading a summary written out in advance? Did the proposed discussion question require the students to think beyond the key points of the article?

4. Class participation – Attendance is mandatory. It is also expected that students will read the assigned chapters before class and will be prepared to fully engage in class discussions and activities.

Points for class participation cannot be made up.

Course Attendance:

The University reserves the right to drop students who do not attend

class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new

insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): Creative Achievement

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: _____

Job Title: _____

Date: _____