

Loras College Psychology Department
PSY 244: Social Psychology
Spring 2019



Instructor Information



Dr. Julia Omarzu, Psychology Program

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OR Schedule an appointment using: <https://calendly.com/jomarzu>

OR See eLearn site for Drop-In Office Hours

Course Description:

Social psychology is a subfield of psychology focused on how people interact, influence one another, and make judgments about others. This course is designed to be an introduction to the scientific study of social psychology, primarily for psychology majors or minors. You will survey major research areas in social psychology including social cognition, social influence, prejudice, aggression, altruism, close relationships, leadership, and group dynamics. You will critically evaluate the results, conclusions, and methods of social psychological research. You will also practice applying what you have learned about the discipline through journal writing and designing original research into social behavior.

Course Texts/Materials

- **MAIN TEXT:** *Social Psychology* online text available on the course eLearn site or at the following link: <http://noba.to/zw9pj6av>

If you would like a **printed** copy of the text, please use the following link to order online:

<http://www.lulu.com/shop/noba-project/social-psychology-omarzu/paperback/product-23953634.html>

The cost is \$13.62 + shipping. See the website for more information about the process. It will take a week or so to get the book.

- **SUPPLEMENTAL READINGS:** Available on the eLearn site.

Course Objectives

- Introduce the major concepts, theoretical perspectives, and historical trends in social psychology
- Encourage the critical examination and application of social psychological principles to specific situations
- Emphasize the understanding of classic social psychological research.
- Develop oral and written communication skills.

Learning Outcomes

Students who take this course should be able to:

1. Demonstrate knowledge of major concepts, theories, and important historical research in social psychology.
2. Apply social psychological principles to social situations either in their own lives or to current events
3. Critically evaluate research related to social psychology
4. Demonstrate standard writing & public speaking abilities

Assessments of Learning Outcomes

There will be several types of assessment in this course that will determine your grade. Each will focus on some different learning outcomes associated with this class.

Activities & Discussion	70	10
Reading Quizzes (15 @8 each)	120	17
Research Analysis & Presentation	70	10
Case Study Paper	100	15
Exams	<u>340</u>	<u>48</u>
TOTAL	700 pts	100%

Activities & Discussion

10% (70 pts)

We will be working on a variety of application activities in class to practice for problems on exams. I will also expect you to be prepared to contribute to discussions. You will receive credit for participating in these activities.

- *Applies to all Learning Outcomes*

Reading Quizzes

17% (120 pts)

There will be an in-class quiz on each day there is a reading assignment due. Quizzes will be brief and worth up to 8 points each. There will be approximately 24 quizzes, and 15 will be counted toward your grade. There is a Reading Guide to help you study the concepts that are most likely to be tested on the quizzes. Quizzes are designed to measure your understanding of basic concepts from the textbook. There are no make-ups for quizzes because many will be dropped from your overall grade in the course.

- *Applies to Outcome #1*

Research Analysis & Presentation

10% (70 pts)

Each student will select one piece of social psychological research from a group of articles made available in class. Based on a predetermined schedule, you will give a short presentation to the class explaining the research you studied. More specific instructions for the presentation will be on eLearn.

- *Assesses Outcomes #3 & 4*

Case Study Paper

15% (100 pts)

At the end of the course, you will write an original Case Study, complete with background information, teaching notes, and questions. This Case Study should be suitable for use in a future Social Psychology class. Specific assignment instructions as well as a template for the paper will be available on eLearn.

- *Assesses Outcomes #1, 2, & 4*

Exams

48% (340 pts)

There will be four exams in this course. These exams will be the primary assessment of your understanding of psychological concepts and your ability to apply them. The first three exams will consist of two parts: an in-class section and a take-home section. The in-class portion will be composed of multiple choice items to address basic content knowledge and some short essay questions that assess your understanding of research and ability to psychological concepts. The take-home portion will be a longer case study analysis assessing your ability to understand and apply a variety of social psychological concepts. The final exam will not have a take-home essay, but will include a section of multiple choice questions that reference concepts from throughout the entire semester.

Make-up exams will be given only if you contact me before the scheduled exam, and you have a legitimate reason for missing it. Use either voicemail or email to notify me. Legitimate reasons consist

of verifiable illness or **required** attendance at another event sponsored by Loras College. If the absence is due to a pre-planned event, you need to contact me in advance of the exam date and be prepared to show documentation of the reason for absence. Make-up exams need to be completed prior to the class session following the scheduled exam date. You are allowed to take only one make-up exam. If you should have an emergency situation that requires you to miss more than one exam, you need to notify me as soon as possible, and document the situation with the college. We can then discuss ways for you to complete the work you will miss. There are no make-ups for the Final Exam.

If I need to cancel class on an exam date, we will have the exam on the next date that we meet. If class is cancelled on a class date prior to an exam, the test will still occur on its scheduled date.

- *Assesses Outcomes #1, 2, & 4*

Overall Grading Scale:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%

General Course Policies

All teachers have their own individual expectations for academic performance and behavior in their classrooms. Mine are outlined below in the form of “Frequently Asked Questions”. Please read them and understand that my first expectation is that you *have* read this document.

Is class participation required?

Yes. I want you to be involved in this class – to talk, to move around, to pass out papers, and come up to the chalkboard. If you’d rather just sit in your desk and take notes, I’m sorry, but you should find another section of the course. Don’t panic, though, it’s not about quizzing you orally every day in class. I just expect you to come to class prepared to learn about the topic of the day and contribute your questions and thoughts. You should also expect that we will move around from time to time in this class. Or that I might ask you to read out something or hand something out to other students. If you have some anxiety about any of this, please let me know. I can give you tips to reduce your stress a bit.

What happens if you miss class?

I recommend that you attend class, but I do not have a formal attendance policy. There are no “excused” or “unexcused” absences in my class – an absence is an absence. A part of your grade is based on participation, but simply attending everyday will not earn you perfect participation scores. If you feel unable or unwilling to participate in class on a particular day, I expect that you are capable of making the decision of whether or not to attend. You do not need to notify me or to get my permission to miss a class session. There are no truant officers for college. HOWEVER, I expect you to be responsible for getting notes from another student, and checking the course schedule for any assignments. Please do not contact me to ask if you “missed anything.” I assure you, we will still have class in your absence and so you will obviously have missed something. Also, please read the policies on make-up assignments and quizzes – there might be no make-up work allowed in a particular course.

What if you are late or have to leave early?

Please make an effort to arrive on time for class. Late arrivals are distracting to me and other students – and being tardy every day does not give me a great impression of you. If you have a circumstance that will likely make you late to class on a regular basis (like a class in Hoffman immediately before this one), let me know. If something unforeseen does happen, though, to make you late on a particular day, please come to class anyway. I would rather have you attend late than to not attend at all. If you need to leave early, I also

appreciate it if you let me know in advance. This is not because you need my permission, (again, I expect that you can make adult decisions about this), but so I won't worry that you've left because you've been taken ill or been offended by something in class.

What are the rules for laptop use in class?

We will be using laptop computers in class only when absolutely required for research or file-sharing. During other class time, I will ask that you keep computers closed and put away and I expect you to abide by this rule. It does not matter to me whether or not you are "doing anything" on the computer – if the lid is open, I can guarantee that it will distract you from class. Please bring paper and writing utensils to class in order to take notes. I know that the laptops can be valuable tools for class, but I prefer face-to-face contact with students rather than face-to-screen contact. Do not use your computer to instant message, email, shop, or play games during my class. If you cannot refrain from this, I may ask you to leave or to stop bringing your laptop to class.

What if you have trouble getting along with your work group?

I might require you to complete group projects in this course. I will usually assign group membership, in order to give you experience working with people you might not otherwise get to know. I expect you to work with other students respectfully, listen to others' ideas, make the effort to help others when needed, and work out any personality conflicts together. Please do not complain to me that your group is bringing down your grade. This is almost never true. If you are doing better work than other members of your group are, then you should be helping them improve or taking a leadership role. Your unwillingness to do this is not your group's fault. It may also be the case that you are not giving others a chance to contribute and so they are clamming up in resentment. If a member of your group is truly not doing his or her share of the work, you need to find a way to discuss this as a group, (I suggest asking the person what's going on, before accusing him or her of slacking.) However, if a group member is behaving erratically, dishonestly, or in a way that seriously disrupts your group's or your individual work, please let me know so that I can take action to protect you and the other students.

Is late work accepted?

I expect you to turn in your work on time. All assignments, including electronically submitted assignments, should be submitted and received by me by the due date and time, even if class is cancelled on the due date of an assignment. Do not expect me to remind you of deadlines. It is your responsibility to know the class schedule. I will make every effort to keep deadlines for projects and exams as scheduled, but sometimes things happen. Check on-line for changes in assignments, *especially* if you need to miss a class. You should complete assignments well enough in advance to avoid problems related to personal computers or the Loras College network. "The computer (or the printer) ate my homework" is an unfortunate situation with which I sympathize, but it does not change my policies. Please read the Assessment section of the syllabus for this course for specific details about missed or late assignments.

What if I miss a test? What about make-up tests?

In this course there are in-class quizzes and several exams. **There are no make-ups for in-class quizzes or assignments.** There will be more quizzes offered than count toward your grade, so this should not pose a problem for you as long as you usually attend class. If you should have an emergency situation that requires you to be away from the college for an extended period of time, you need to notify me as soon as possible, and document the situation with the college. We can then discuss options for you to complete the quizzes in a different format.

I will give make-up exams for midterm exams only in the event of a documented illness, emergency or absence due to required attendance at an official college event. In the latter case, you should discuss this with me well in advance of the exam date. In the illness or emergency situations, you need to call or email me as soon as possible, preferably before the exam has ended. Make-up exams that are allowed (and they

may not always be granted) may be considerably different from the regular exams, perhaps substituting multiple choice items or longer essays. I do not want you to attend class if you are seriously ill; but in any other circumstance, I recommend that you make the effort to attend the regularly scheduled exams.

If you are a member of an athletic team or other college organization that travels frequently for events, you need to check your schedule NOW to see if there will be conflicts with this class. I expect you to take responsibility for working out those conflicts in the first two weeks of the semester. If I need to cancel class on an exam date, we will have the exam on the next date that we meet. If class is cancelled on a class date prior to an exam, the test will still occur on its scheduled date.

What if you need a special accommodation for this course, due to disability?

The College makes reasonable accommodations for persons with disabilities. Students should notify the Lynch Learning Center located in ARC 120 and their instructor of any disability related needs. For more information, see www.loras.edu/learningcenter. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your needs may be appropriately met.

And last, but certainly not least....

Academic Honesty

The following is from Loras College's policy: "Dishonesty (cheating, plagiarism, etc.) in class and/or assigned work will result in total loss of credit for the class and/or assigned work. Dishonesty in examinations, which are not final examinations, will result in total loss of credit for the examination. Dishonesty in final examinations will result in the grade of Fail for the course. All cases of student dishonesty are reported in writing to the Associate Vice President for Academic Affairs by the faculty member. The student may appeal cases of dishonesty to the Associate Vice President for Academic Affairs."

If you have questions about whether or not something constitutes cheating or plagiarism, please see me. If you find yourself tempted to take an unethical shortcut because of overwhelming workloads, life problems, or pure procrastination, please see me to investigate alternative solutions. I take this **very** seriously and expect you to do so as well. I expect and believe that my students are generally honest, which is why I believe it to be important to act when I find that some are not. I **will** report all such incidents to the academic dean and to the advisor(s) of the student or students involved. Do not expect me to sympathize with you if you cheat or plagiarize – regardless of situation. Everyone does **not** cheat, nor do any circumstances excuse it. Forms of academic dishonesty include (but are not limited to):

- Copying others' answers during exams/quizzes or copying others' papers/assignments.
- Allowing or paying others to write your papers or "give" you the answers.
- Allowing others to copy your assignments, papers, or exam answers
- Copying sentences, paragraphs, or ideas from the textbook, Internet sites, or other sources without citing your references appropriately.

ASSIGNMENT SCHEDULE – SPRING 2019Columns show dates that readings and assignments are due!

All readings are from NOBA *Social Psychology* text, **as downloaded from the website**, unless otherwise indicated. All page numbers are approximate as the paper copy pagination may differ from the online version.

Date	Day	Topic	Assignment Due
Tue	1/29		Introduction to course Chapter 1: Why Science
Thu	1/31	1	The Social Self Ch. 2: Self and Identity (p. 17-21) <i>Review Case #1: Lindsay Lohan</i>
Tue	2/5	2	The Social Self Ch. 2: Self and Identity (p. 21-28)
Thu	2/7	3	The Social Self Choose either: Ch. 3: Gender or Ch. 4: Culture and Emotion
Tue	2/12	4	The Social Mind Ch. 5: Theory of Mind (p. 72-78) <i>Review Case #2: The Catfish</i>
Thu	2/14	5	The Social Mind Ch. 5: Theory of Mind (p. 78-82)
Tue	2/19		EXAM EXAM ESSAY DUE MIDNIGHT WEDNESDAY
Thu	2/21	1	Judging Ourselves Ch. 7: Social Cognition and Attitudes (pp 110-115)
Tue	2/26	2	Judging Ourselves Ch. 6: Self-Efficacy + Supplemental Reading: <i>The Social Animal</i> , Chapter 4 excerpt pp 161-175
Thu	2/28	3	Judging Ourselves Ch. 7: Social Cognition and Attitudes (pp 116-122)
Tue	3/5	4	Judging Others Supplemental Reading: <i>The Social Animal</i> , Chapter 4 excerpt pp 152-161 <i>Review Case #3: Kevin Durant</i>
Thu	3/7	5	Judging Others <i>The Social Animal</i> Chapter 5 excerpt
Tue	3/12	6	Judging Others Ch. 8: Attraction and Beauty
Thu	3/14		EXAM EXAM ESSAY DUE MIDNIGHT SUNDAY
Tue	3/19	1	Persuasion Ch. 9: Persuasion: So Easily Fooled (pp 151-159)
Thu	3/21	2	Persuasion Ch. 9: Persuasion: So Easily Fooled (pp 159-165)
Tue	3/26	3	<i>Advising Day – Online Assignment</i> Ch. 10: Conformity and Obedience - Case Study Ideas -
Thu	3/28	4	Social Influence Ch. 11: The Psychology of Groups (pp 187-195) <i>Review Case #5</i>
Tue	4/2	5	Social Influence Ch. 11: The Psychology of Groups (pp 195-201)

Thu	4/4	6	Social Support	Ch. 12: Love, Friendship, & Social Support
Tue	4/9		EXAM	EXAM ESSAY DUE MIDNIGHT WEDNESDAY
Thu	4/11	1	Prejudice	Ch. 13: Prejudice, Discrimination, and Stereotyping (pp 229-233) <i>Review Case #6</i>
Tue	4/16		<i>EASTER BREAK</i>	
Thu	4/18		<i>EASTER BREAK</i>	
Tue	4/23	2	Prejudice	Ch. 13: Prejudice, Discrimination, and Stereotyping (pp 233-238) - Case Study Check-in -
Thu	4/25	3	Prejudice	<i>The Social Animal</i> , Ch. 7 Excerpt
Tue	4/30	4	Aggression	Ch. 14: Aggression and Violence (pp 244-249) <i>Review Case #7</i>
Thu	5/2	5	Aggression	Ch. 14: Aggression and Violence (pp 249-255)
Tue	5/7	6	Helping & Friendship	Ch. 15: Helping & Prosocial Behavior
Thu	5/9		EXAM or Case Work	
Wed	5/15		1:00 EXAM?	CASE STUDY PAPER DUE BY MIDNIGHT

SUBJECT-TO-CHANGE WARNING

Information in this document may be subject to change for a variety of reasons. It is my intention to follow the above outlined schedule and grading policies as closely as possible, but time constraints, weather or other events may make adjustments necessary. It is each student's responsibility to regularly attend class and check the course website for possible updates or changes in course due dates or requirements