

PSY 3410-01
Introduction to Social Psychology
Fall, 2006
John T. Jones, Ph.D.
McDonald 105
11:00 – 11:50 MWF

Contact Information:

OFFICE: McDonald 220
OFFICE HOURS: 12:00-10:00 M or 12:00-1:00 TR (or by appointment)
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Text: Breckler, S. J., Olson, J. M., & Wiggins, E. C. (2006). Social Psychology Alive. Belmont, CA: Thomson-Wadsworth. (Required)

I. Purpose of the Course

This course will provide you with a broad, general introduction to social psychology--its basic subject matter, its approaches to gathering and evaluating evidence about the social causes and correlates of behavior, and also the means by which social psychological knowledge can be applied to improve the quality of individual and communal life.

II. Learning Objectives and Outcomes- Learning objectives represent what you will be expected to learn in this course.

A. Knowledge, Skills, and Values Consistent with the Science and Application of Psychology: This category represents activities that provide hallmarks of psychology education.

Objective 1. Knowledge Base of Social Psychology

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology.

Objective 2. Research Methods in Social Psychology

Understand and apply basic research methods in social psychology, including research design, data analysis, and interpretation.

Objective 3. Critical Thinking Skills in Social Psychology

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to social behavior and mental processes.

Objective 4. Application of Social Psychology

Understand and apply social psychological principles to personal, social, and organizational issues.

Objective 5. Values in Social Psychology

Value empirical evidence, tolerate ambiguity, reason ethically, and reflect other values that are the underpinnings of social psychology as a science.

B. Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Social Psychology

Objective 6. Sociocultural and International Awareness

Recognize, understand, and respect the complexity of sociocultural and international diversity.

Objective 7. Personal Development

Develop insight into your own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement that may improve quality of life.

Objective 8. Enjoyment!

Social Psychology is not just interesting, it is fascinating! I hope that everyone in the class not only learns but also has fun while learning about people.

IV. Class Policies

A. I know that it is unnecessary to admonish you, so let me merely express my confidence that you will **behave honorably**. That's important to me and (I'm sure) to you. That means that I expect that you do not cheat and that you bring to my attention your knowledge of cheating that others might do. Remember that cheating involves both getting help and giving help on evaluated tasks that are supposed to be done independently (e.g., tests, quizzes, written projects).

B. **Arrive on time. I will call roll between 8:00 and 8:05.** During this time, I will take roll. If you are not present during roll call, you will be counted absent. If you are having trouble making it on time, please let me know.

C. **Do not talk excessively during lecture (e.g. when I am talking).** I know this is tough, but this includes not talking during the last three minutes of lecture. Occasionally, people will start putting up their material and talking as we near the end of lecture. Don't be that person.

D. **Avoid leaving lecture early.** Not only is this distracting to your fellow students, it's distracting to me. I do understand that occasionally people must miss part of a class. **If you intend to do so, please let me know and then sit near the door if possible**, so you can slip out without distracting everyone.

E. **If you have questions, please ask.** You may try to see me after class, but don't get frustrated if there is not time. Best: come by my office during office hours or set up an appointment with me. YOU are my priority at DSC. We can find a time that works for both of us.

F. **Attendance: I will take attendance for administrative reasons. If you are struggling and come to me for help (which I always encourage), one of the first things I will do is to check your attendance record.**

Your attendance will also be important for completing in-class activities/assignments/demonstrations. Most of these will require that you have done your readings and are prepared to use what you have learned. They will rarely be announced ahead of time. More importantly, these activities will help to bring the material to life and this will help you learn.

G. **Notes.** Almost all of my “notes” will be projected to the screen at the front of the class from the computer, which you can copy as you see fit. I do not and will not provide a copy of my notes/slides. That would be spoon feeding, and I will not spoon feed you psychology because you will learn very little that way. YOU are responsible for your own learning!

H. **Grade checks.** If you need me to verify your grade for athletic/scholarship/financial aid purposes etc....you must either come see me during office hours (which begin right after this class) or make an appointment. Furthermore, I will ONLY report your grade on the official form provided for this purpose.

V. **Exam Policy**

1. YOU MUST DROP ONE GRADE of the four hourly examinations. **You cannot drop the Final Exam..**

YOU MUST DROP ONE OF THE FOUR HOURLY EXAMS.

YOU CANNOT DROP THE FINAL EXAM.

2. **On the four hourly exams, there will UNDER NO CIRCUMSTANCES be make-ups or early exams.** *If you cannot take the exam at the time it is offered, you receive a zero.* Presumably you will drop that grade. If you miss a second test and have a legitimate excuse (legitimate means that you face dire circumstances like serious documented injury/illness) contact me and we will arrange for a make-up. The make-up will be different from the exam taken by others in the course.

NO MAKE-UP EXAMS

Let me tell you why you must drop one grade. People have excellent reasons for missing exams. Some of these reasons include illness, official university functions (like athletic teams, chorus trips, etc.), court dates, jury duty, sick relatives, surprise work obligations, and many other excellent reasons. However, I believe that (1) make-up exams are not fair to others who aren't allowed to take them, (2) you should not have to justify your absence at one of the exams, and (3) you shouldn't put me in the position of judging the validity of your excuse. Thus, I declare all excuses to be valid--for missing one exam. Because you cannot foresee the future, **try to avoid missing any exams.**

Note: Missing an exam and getting a zero for that exam does not damage your grade. You had to drop that grade anyway.

The following sad story always arises during the semester. A student says, "I didn't have time to study for exam 1, and I bombed it. I had counted on dropping that grade. Then I had a legitimate emergency at exam 2 and had to miss it. Can't I take a make-up? Please?" Unfortunately, the answer is "I am truly sorry, but no make up tests are allowed for the first exam missed." I really am sorry about those instances, but the best rule of thumb is to study hard for every test, make every test count, and take the tests even if you feel unprepared. Unforeseen emergencies happen. Stuff, as they say, happens.

It isn't the no make-up policy that damaged this student's grade. It was failing to study for Exam 1. Many professors do not allow any grades to be dropped. I would be within the norm of the college to not allow you to drop any exam grades. (Students do not have a **right** to drop a grade.) The fact that I allow one exam grade to be dropped is, I believe, a reasonable thing to do that allows an unexpected mercy if you have an emergency. Don't treat it as a "right" you deserve.

What about missing two exams? You must question whether you should take the present section of PSYC 3410 if you cannot attend but half of the exams, especially when you know from the first day of the course when the exams will be. Please don't miss two exams; however, as I said earlier, I'll work with you to allow you to make up a second missed exam **if it is unavoidable**. (This assumes a legitimate excuse; not feeling prepared is NOT a legitimate excuse).

3. Exams 1-4 will **not** be comprehensive; those exams will cover only the material since the previous exam. Each exam will consist of questions from both the book and lecture.

4. **The Final Exam will be cumulative (over the entire book and lecture).** It may **not** be dropped. It counts 250 points. NOTE WELL: **YOU MAY NOT DROP THE FINAL EXAM.**

DID I REMEMBER TO TELL YOU THAT YOU CANNOT DROP THE FINAL EXAM, BUT THAT YOU MUST DROP ONE OF THE FOUR HOURLY EXAMS?

5. Exams 1-4 will be given at the testing center. Bring two No. 2 pencils to all exams, and bring your **STUDENT ID**. If you do not bring your student ID to the testing center, you will not be allowed to take the exam. Do not bring any other material (e.g., no books or papers).

6. You will have a window of roughly 2 days to go to the testing center to complete your exam (between the hours of 1:00 p.m. and 10:00 p.m. on Mondays and between 10:00 a.m. and 10:00 p.m. all other weekdays). Once you enter the testing center and are given the exam, you will have one hour to complete it.

7. The final exam will be taken in class at the scheduled time (see below).

8. I want people to do well on exams. But more importantly, I want you to learn! That is why I give very challenging exams that require more than simple memorization. You must be able to apply the concepts you have learned in class in order to do well in this course. The average score on my tests in Psychology 1010 last year was generally between 68-78%. I expect this course to be at least as challenging. However, anyone, regardless of obstacles, can excel and learn a great deal in the meantime.

9. If you have a question about your score on the exam, come by my office during office hours or set up an appointment with me. We can go over the exam to make sure it was scored correctly. You can also ask for clarification regarding exam questions. **HOWEVER, DON'T ASK ME TO CHANGE YOUR GRADE. NOT KNOWING AN ANSWER WILL NEVER BE REWARDED ON AN EXAM.**

VI. Earning Points in the Course

A. **Hourly Exams**: Taken at the testing center.

<u>Exam</u>	<u>Dates</u>	<u>Points</u>
1	(M/Tu) - Sep 18/19	150
2	(Tu/Wed) - Oct 10/11	150 One of these four exams must be dropped.
3	(M/Tu) - Nov 06/07	150
4	(Tu) - Nov 21 or (M/Tu) - Nov 27/28	150

Total for Exams ----- **450 points**

B. **Comprehensive Final Exam**: Taken in class.

Final (F) Apr 28 (10:00-11:30). This may not be dropped. ----- **250 points**

C. **In class Assignments**: Given and completed in class. ----- **150 points**

These assignments will be given in roughly half of our class meetings and will usually be completed in groups of 2. While some of these may be offered for extra credit, most will count toward your grade. Each assignment will be worth between 5-15 points. You will usually learn of an

assignment at the time it is given. Thus, it is important that you come to class prepared if you want to do well.

D. Group Presentation: Given during the last two weeks of class (After Thanksgiving break). -- **150 points**

(you will be given more details about this assignment after the semester break)

Summary of Points Possible:

Hourly Exams	450
Comprehensive Final Exam	250
In-class Assignments	150
Group Presentation	150
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Total	1000

VII. Grading Policy

1. Standards.

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

You can convert the points you have earned into a percentage by using the following formula.

$$\text{Points you earned} \div \text{Points possible} = \text{your percentage}$$

2. I typically give credit for questions that are answered incorrectly by seventy percent of the class or more.

3. **At no time during the course will grades be curved.** Your point totals determine your grade, not how other people perform.

VIII. Schedule of Course Topics/Readings

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<u>Area I: Foundations of Social Psychology</u>		
8/23	Introduction to Course	Ch. 1
8/25	Introduction to Social Psych	Ch. 1
8/28	Research Methods	Ch. 2
8/30	Social Cognition I: How the Mind Works	Ch. 3
9/1	Social Cognition II: Memory and Hot Cognition	Ch. 3
9/4	NO CLASS: Labor Day	
9/6	Social Perception	Ch. 4
9/8	Self-perception I	Ch. 4
9/11	Self-perception II: What Others See in Us	Ch. 4
9/13	Self-concept and Identity	Ch. 5
9/15	Self-esteem	Ch. 5
9/18-19	Exam 1: Given at the testing center. (No class on Mon 9/18)	Ch. 2-5
<u>Area II: Attitudes and Social Influence</u>		
9/20	Attitudes I: What, Why and How	Ch. 6
9/22	Attitudes II: Roots and Effect on Behavior	Ch. 6
9/25	Attitude Change I: Dissonance Theory	Ch. 7
9/27	Attitude Change II: Persuasion and Propaganda	Ch. 7
9/29	Attitude Change III: Propaganda	Ch. 7

10/2	Conformity	Ch. 8
10/4	Conformity and Compliance	Ch. 8
10/6	Compliance and Obedience	Ch. 8
10/9	Obedience	Ch. 8
10/10-11	Exam II: Given at the testing center. (No class on Wed 10/11)	Ch. 6-8
10/13	NO CLASS: Semester Break	
<u>Area III: Detrimental Social Behavior</u>		
10/16	Stereotypes	Ch. 9
10/18	Prejudice and Discrimination I	Ch. 9
10/20	Prejudice and Discrimination II	Ch. 9
10/23	Behavior in Groups	Ch. 10
10/25	Decision Making in Groups	Ch. 10
10/27	Aggression I: Varieties and Theories	Ch. 11
10/30	Aggression II: Theories and Influences	Ch. 11
11/1	Aggression III: Social Context	Ch. 11
11/3	Aggression IV: Media and Control	Ch. 11
11/6-7	Exam III: Given at the testing center. (No class on Mon 11/6)	Ch. 9-11
<u>Area IV: Pro-social Behavior</u>		
11/8	Helping I: Altruism vs. Egotism	Ch. 12
11/10	Helping II: Factors Influencing Helping	Ch. 12
11/13	Attraction I	Ch. 13

11/15	Attraction II	Ch. 13
11/17	Attachment	Ch. 13
11/20	Adult Relationships	Ch. 13
11/22 and 11/24 NO CLASS: Thanksgiving		
11/21 and 11/27-28 Exam IV: Given at the testing center. (No class on Mon 11/27)		Ch. 12-13
11/29	Presentations	
12/1	Presentations	
12/4	Presentations	
12/6	What's Hot in Social Psychology	
12/8	What's Hot in Social Psychology	
12/13	Final Exam: Given in class from 7:30-9:30 a.m.	Ch. 2-13

STUDENTS WITH SPECIAL NEEDS: If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.

TIPS FOR SUCCESS IN THIS COURSE:

- A. Attend class regularly**
- B. Keep up with the readings (do the reading listed for each day BEFORE coming to class that day)!**
- C. After class, go through your notes and highlight/review the corresponding ideas/concepts in the textbook. This is the most important material.**
- D. Get notes from a fellow student if you must miss class.**
- E. Be methodical/systematic in your test preparation. Be willing to make sacrifices toward a better grade.**
- F. Over-study: As you study things will start to feel familiar. Don't mistake this for knowledge. When things feel familiar, your about half way there.**
- G. Come see me if you have any doubts about what it takes to succeed in this class.**

