

**Social Psychology**  
**PSYC 206 Section WS1**  
**Winter 2019-2020 Online Class**

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**Course Overview:**

Welcome to PSYC206 Social Psychology. We will overview major topics in social psychology – scientific study of how people think and feel about, relate to, and influence one another. This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. However, this online course will require you to carefully organize your time and you work to avoid getting behind. ***Because this course is 3-week winter session, you will have to take a quiz in addition to participating in the discussion forums every day.*** I will do all I can to assist you with this, but the responsibility is ultimately yours – be sure to contact me immediately with any concerns about the course or your progress through it.

**Goals:**

1. Characterize the nature of social psychology as a discipline.
  - a. the history of social psychology.
  - b. the appreciation of the scientific and philosophic roots of social psychology.
  - c. the appreciation of the primary objectives of social psychology.
2. Demonstrate knowledge and understanding of selected content areas of social psychology – i.e., theories and research representing each of the general domains (e.g., group processes, the self, social perception, prejudice and discrimination, attitude and attitude/behavior link, social influence, interpersonal relationships, aggression, and prosocial behavior).
3. Explain major theories and perspectives of social psychology (e.g., dual-process theories, two basic motivations in social psychology).

**Textbook (required):** *Social Psychology* (9<sup>th</sup> Ed.) by Kassin, Fein, & Markus, published by Wadsworth.

**Technical Requirements:** A computer (not a tablet or phone) running at least MSOffice 2003 with MS Word and Powerpoint software and a reliable internet connection.

**Getting Technical Help:** ITS helpdesk ([ftc\\_help@siue.edu](mailto:ftc_help@siue.edu) or 618-650-5500)

### **Class Format and Requirements:**

The course format will consist of readings, quizzes, exams, reflection papers, and discussion forum. These are the types of things you'll do in each day – so please see [Tentative Class Schedule](#) for more detailed instructions.

### **Course Rules:**

1. Late work: All deadlines are firm; no late work will be accepted.
2. Communication: If I need to contact you, I will do so via SIUE email. ***You are responsible for checking your SIUE email daily.*** Checking your SIUE email will also ensure that you get important departmental announcements.
3. Blackboard: All administration of this course will take place via Blackboard.
4. The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or, may also include, presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior instructor approval and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.
5. Academic Honesty: ANY case of academic dishonesty will receive the recommended university policy: failure of the course and reporting of the case to the Provost.
6. Statement on Disabilities: SIUE offers a range of resources to support students with disabilities. At SIUE every effort has been made to eliminate barriers to learning and help you reach your educational goals. If you are a student with a disability and wish to request accommodations, please contact Disability Support Services located in the Student Success Center, Room 1270 (phone: 650-3726). If you are a student with a disability, please meet with me to discuss any accommodations I can provide by the end of the first week of classes.

7. Department of Psychology Writing Policy: As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea;
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

**Evaluation:** You will be graded on the basis of your:

a. Exams (100pt). There are two exams. All exams will each constitute 50pt (25%) of your final grade. You will be responsible for both lecture notes and the textbook (see schedule). Each exam will consist of 50 multiple choice questions.

b. Reflection Papers (50pt): You will be asked to write two brief (2 pages) papers (20pt each). In those papers, you will answer some questions from social psychological perspectives.

c. Quizzes (20pt): There will be 11 quizzes. Those quizzes consist of 4 questions, usually given at the end of each section (e.g., Introduction to Social Psychology). Each quiz is worth 2 pt and up to 20pt will be counted toward the final grade.

d. Discussion Forums (30pt): Four times throughout the course, students will post a discussion question (5pt) AND respond to at least two discussion questions posted by other students (5pt on average) for the 1<sup>st</sup> and 3<sup>rd</sup> discussion forums. You will engage in an online research for the 2<sup>nd</sup> and 4<sup>th</sup> discussion forums (5pt each, TBA).

I will use the following scale to assign letter grades:

180 and above = A  
120-139 = D

160-179 = B  
119 and below = F

140-159 = C

**Reflection Paper:**

You will be asked to write two brief (2 page) papers to discuss questions related to your experience from social psychological perspectives.

**Discussion Forum:**

Participation in the discussion forums for this course is the centerpiece of the course; it is where the learning happens. You will be required to participate in online discussions. Your participation will enhance and support your, and your classmates', learning. As the instructor, I will facilitate student discussions in order to guide your learning. I will not, however, address every single post—the discussion will occur between students, not between me and each of you. I might share a related idea, give an example, intervene when the discussion goes off-track, or summarize student comments together to help deepen student learning. Note that I will not directly answer questions on the discussion board unless several students have already attempted to answer the question unsuccessfully. I will check the discussions daily during the week, and occasionally on the weekends, but remember that the primary discussion is to be between students.

There will be four Discussion Forums, and each forum will contain multiple threads. Specific directions for contribution will be given in the forum (some will require you to participate in each thread, some will give you a choice). For each forum, you'll be required to make an initial post on the first day of the module (i.e., the day it's listed on the syllabus), and then you'll be required to make one follow-up post (i.e., responses to others' posts). You will be graded on your post and response. Here are some tips for good discussion:

1. Submit initial post(s) early in the session, and subsequent responses to the posts of other learners at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
2. Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
3. Posts should be within a range of approximately 75-150 words (about the size of the 2nd and 3rd paragraphs above).
4. Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
5. Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
6. When relevant, add to the discussion by including prior knowledge, experiences, references, web sites, resources, etc. (giving credit when appropriate), as well as references back to prior modules or discussions.
7. It is vital that you demonstrate your knowledge of the material (e.g., readings), because the readings are the key course material.
8. Contributions to the discussions (posts and responses) should be complete and free of grammatical or spelling errors.

9. The tone of your posts should be appropriate, and friendly.

Each of the discussions will be graded using the following rubric:

**DISCUSSION GRADING RUBRIC**

	<b>Unsatisfactory (0 or 1 points)</b>	<b>Satisfactory (2 or 3 points)</b>	<b>Excellent (4 or 5 points)</b>
<b>Quantity and Timeliness</b>	Does not submit first posts by time specified and/or does not submit responses to others' posts by time specified	Submits all required posts, but at least one of the posts came in at the last moment so that few students had the opportunity to respond	Submits early initial and follow-up posts, and provides even more follow-up posts later
<b>Spelling, grammar, clarity, and tone</b>	Post contains at least 2 of the following: -Incomplete sentences -grammar/spelling errors -poor organization /clarity -unfriendly tone.	Post contains one of the issues listed under Unsatisfactory	Post is clear, organized, in a positive/friendly tone, and free of grammar and spelling mistakes
<b>Demonstrates knowledge and understanding of course content</b>	Posts show little evidence of knowledge and understanding of course content	Posts show some evidence of knowledge and understanding of course content	Posts show strong evidence of knowledge and understanding of course content
<b>Generates learning by other students</b>	Posts do not attempt to elicit responses and reflections from other students and/or responses do not build upon the ideas of other students to take the ideas deeper	Posts attempt to elicit responses and reflections from other students and responses build upon the ideas of other students to take the discussion deeper	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other students to take the discussion deeper

**Note: Total points possible = 10 for Forum 1 and 3.  
Total points possible = 5 for Forum 2 and 4. (No need to respond to other students' post)**

## NETIQUETTE

If you've never participated in an online discussion before, here are some points about etiquette on the 'net.

1. **Keep Your Voice Down:** USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, bold or italicize text in your postings, or use \*asterisks\* around the text to be emphasized.
2. **Avoid Sarcasm and Subtleties, and Make an Extra Effort to Be Courteous:** Hearing spoken words, seeing people's faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it's sometimes easier to sound insensitive and hurt someone's feelings or have them miss the point when you're communicating through text only. To counter this, be clear and straightforward with your language.
3. **Just Wait:** Assume any comment you read that sounds abrasive wasn't proofread for tone, and wasn't meant to offend. If you're irritated with a post, you might wait a little before posting a too-hasty reply that you'll regret later. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.
4. **Make it Personal:** At the end of each posting, sign your name. It also adds a personal feel when responding to an individual if you address him or her by name.
5. **Be Positive:** It's good to express your opinions in discussions, but don't make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you're getting to know each other.
6. **Use Emoticons ( ☺, ;), etc.):** These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion."
7. **Not Too Little, Not Too Much:** One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be overwhelming to read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.
8. **What It's About:** When replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context.
9. **Spell It Out:** With spellcheckers now available as add-ins for most popular Web browsers, there's no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms. This is not texting ☺
10. **One Final Look:** After you compose a posting, take a moment to reread your text before submitting. If it's possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone. Remember that everything you post is recorded—there's no way to "take back" what you wrote.

### Tentative Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading, Quiz, Discussion Forum, Reflection Paper</b>
12/16	Introduction to Social Psychology	Read Cp1, Take Quiz 1 (Cp1) by midnight.
12/17	Research Methods in Social Psychology	Read Cp2, Take Quiz 2 (Cp2) by midnight. Post one comment on Discussion Forum 1 by midnight
12/18	Group Processes	Read Cp8, Take Quiz 3 (Cp8) by midnight. Respond to one post on Discussion Forum 1 by midnight
12/19	Attitude and Attitude/Behavior Relation	Read Cp6, Take Quiz 4 (Cp6) by midnight. Post one comment on Discussion Forum 2 by midnight
12/20	Social Influence	Read Cp7, Take Quiz 5 (Cp7) by midnight.
12/23	Social Perception	Read Cp4, Take Quiz 6 (Cp4) by midnight. Submit the 1 <sup>st</sup> reflection paper by midnight
<b>12/24</b>	<b>Midterm Exam</b>	<b>Take Midterm Exam (covering Cp1, 2, 4, 6, 7, &amp; 8) by midnight</b>
12/26	The Social Self	Read Cp3, Take Quiz 7 (Cp3) by midnight. Post one comment on Discussion Forum 3 by midnight
12/27	Stereotyping, Prejudice, and Discrimination	Read Cp5, Take Quiz 8 (Cp5) by midnight. Respond to one post on Discussion Forum 3 by midnight
12/30	Attraction and Close Relationships	Read Cp9, Take Quiz 9 (Cp9) by midnight. Post one comment on Discussion Forum 4 by midnight
12/31	Aggression	Read Cp11, Take Quiz 10 (Cp11) by midnight.
1/2	Prosocial Behavior	Read Cp10, Take Quiz 11 (Cp10) by midnight. Submit the 2 <sup>nd</sup> reflection paper by midnight
<b>1/3</b>	<b>Final Exam</b>	<b>Take Final Exam (covering Cp3, 5, 9, 10, &amp; 11) by midnight</b>

**Note:** Please pay close attention to if you complete all assigned assignment each day. Your grade will suffer if you put off completing quizzes, participating in the discussions, or submitting reflection papers.