

# *The University of Texas at Dallas*

## *Course Syllabus*

---

### **Course Information**

*Course number:* PSY 3331.0u1  
*Course title:* **SOCIAL PSYCHOLOGY**  
*Term:* Summer 2019  
*Meeting times:* **MW 3pm – 5:15pm, GR 3.420**

---

### **Professor Contact Information**

*Professor's name:* Dr. Huxtable  
*Phone number:* 972-883-6434 (messages only)  
*Email:* [drkarenhj@utdallas.edu](mailto:drkarenhj@utdallas.edu)  
*Office location:* JO 3.208

***Student Drop-in Hours:*** Mondays and Wednesdays 12:30-2:30 pm, but I also am available throughout the week by appointment or drop-in. If you find my door closed, please knock. If I am free, we can talk right away and if I am not, we can schedule a time. If you want to talk for longer than 15 minutes, please schedule an appointment and I will make time for you. Occasionally, an unavoidable meeting or travel will keep me from being in my office during office hours. I will do my best to keep you informed of such events.

***Other information:*** Email is the fastest and best way to reach me. Please use your UTD email account.

---

### **Graduation Help Desk**

You may face many obstacles in completing your education, but you do not have to face them alone. A number of resources are available to help you if anything arises that may interfere with your progress toward graduation. The Graduation Help Desk, <https://oue.utdallas.edu/special-programs/graduation-help-desk>, connects you to the resources that will meet your specific needs. These resources can help you with study skills, organization, time management, counseling referrals, or general support with personal or academic issues. To reach a person who can help, write to [graduationhelpdesk@utdallas.edu](mailto:graduationhelpdesk@utdallas.edu).

If you face challenges securing food or housing and you believe this may affect your performance in the course, I urge you to contact the Graduation Help Desk or the Dean of Students (972-883-6391 or [dos@utdallas.edu](mailto:dos@utdallas.edu)) for support. Please also feel free to come to me so that I can help make sure you get the assistance that will help you be successful.

---

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*Required prior knowledge or skills:* none

---

### **Course Description**

This course presents an introduction to the field of social psychology. We will examine theory and research as well as practical applications to social problems. In addition to learning how social psychologists do research, we will learn about how we think about the social world, how we come to understand other people and ourselves, self-justification and the need to maintain self-esteem, influencing

thoughts and feelings, influencing behavior, influence in social groups, interpersonal attraction, why people help, why people hurt other people, and causes and cures of prejudice. Special attention will be paid to what social psychology can offer to solve social problems in these areas and in the areas of health-related behavior and beliefs.

This course is appropriate for students interested in psychology, the health professions, law, political science, business, advertising, human services, education, communications, gender studies/women's studies, history, public administration, and sociology—essentially, this course will be interesting to all who are or live among human beings. Course requirements include class attendance and participation, exams, and multiple writing assignments. Satisfies the Core Curriculum Social and Behavioral Science requirement.

---

### School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

The following chart shows how the assignments will help you to achieve the course objectives.

#### After completing the course, students will be able to do the following:

Student learning objectives/outcomes	Method of assessing achievement of objectives		
	Proctored Exams	Application Journal Entries	In-Class Activities
*program-level objectives			
1.1 Describe and explain the nature of Social psychology as a scientific discipline.	X		
1.2* Describe and analyze major theoretical perspectives and overarching themes of Social psychology and their historical development.	X	X	
1.3* Describe, apply, and analyze five selected content areas within Social psychology.	X	X	X
2.1 Identify and explain different research methods used by Social psychologists.	X		X
2.5* Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.	X	X	X
3.1 Apply ethical standards to evaluate Social psychological science and practice.	X		X
3.2 Explain how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.	X	X	
4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).		X	
4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).			X
5.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities.	X	X	X

**"Learning is not the product of teaching. Learning is the product of the activity of the learners."**  
**—John Holt**

---

## Required Textbooks and Materials

### ELECTRONIC DEVICES ARE VERY STRONGLY DISCOURAGED

#### *Required Textbook*

Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social psychology* (8th ed.). Upper Saddle River, NJ: Prentice Hall, **ISBN 9780205796625**.

A copy of the textbook is available on reserve in the library. Please do not bring your textbook to class. In-class activities will be completed without consulting the textbook. Taking notes during class directly in your textbook is not an effective learning strategy.

#### *Required Materials*

1. Please be sure to pick up FOUR *Exam System II* #229630 answer sheets. You will need to bring your clean and unwrinkled answer sheet and #2 pencils to our four in-class midterm exams.
2. You will need reliable access to eLearning and your UTD email account. If you experience any problems with eLearning, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UT Dallas Computer Help Desk at 972-883-2911.
3. Please bring some kind of notebook and something to write with to every class session.
4. You will need your **Comet ID Card** to be admitted to the Testing Center.

---

## Undergraduate Teaching Internship Opportunity

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

---

## Assignments & Academic Calendar

*Topics, Reading Assignments, Due Dates, Exam Dates:* See course calendar.

**IMPORTANT:** I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

---

---

**Goal of this course: Success for *every* student**

I have designed this course to give you multiple opportunities to succeed, but these opportunities will only be effective if you use them to fulfill course objectives. Please be careful that you do not fall into the trap of putting things off, because *time will run out*.

1. **Shared application essays** help you to
  - a. Keep up with assigned readings.
  - b. Connect course concepts with observations and experiences, compare and contrast with related concepts, practice explaining key concepts, get feedback from professor.
  - c. Control your schedule and plan ahead by submitting essays long before they are due.
  - d. Earn full credit because you can replace the grade of up to four essays.
  - e. Develop writing fluency and your ability to write clearly and concisely.
  - f. Develop a stronger understanding of key concepts and ways to explain them by reading others' papers.
2. **Exams** help you to
  - a. Pre-test your comprehension by completing a practice exam before each midterm exam.
  - b. Assess your comprehension of key concepts on the in-class midterm exams.
  - c. Try again on the post-test exam either to make up a missed exam, replace a low score, or give yourself another chance to practice retrieval in preparation for the cumulative final exam.
3. **In-class activities**
  - a. Give you a way to earn credit by participating in discussions and checking your understanding of key concepts.
  - b. Reward you for planning your time to engage in active learning.
  - c. Reward you for demonstrating dependability.
  - d. Give you a chance to explore major course ideas in context, connecting ideas and central themes of the discipline.

**Marketable skills that you will develop in this course:**

- Time management
  - Writing fluency and proficiency
  - Communication and interpersonal skills
  - Effective learning strategies
-

## PSY 3331.0u1 ♦ SOCIAL PSYCHOLOGY ♦ Summer 2019

MONDAYS	WEDNESDAYS
	<b><u>MAY 29</u></b> Course overview & basic themes of human nature
<b><u>JUNE 3</u></b> Ch. 1: What is social psychology?	<b><u>JUNE 5</u></b> Ch. 2: Research methods: How do social psychologists figure out why people do what they do? <i>Ch 1-2 Application essay due in eLearning before 2pm</i>
<b><u>JUNE 10</u></b> Ch. 3: Social cognition: How we think (or more often, don't) <i>Ch 3 Application essay due in eLearning before 2pm</i>	<b><u>JUNE 12</u></b> Ch. 4: Social perception: How we understand others (or quite often, don't) <i>Ch 4 Application essay due in eLearning before 2pm</i>
<b>Practice Exam 1 (Chapters 1-4) available during Testing Center hours JUNE 13-14</b> <b>Makeup/Retake Exam 1 available JUNE 20-22</b>	
<b><u>JUNE 17</u></b> <b>3-4:20 EXAM 1</b> <i>Please bring Exam System II #229630 scantron</i> 4:30-5:15 Review Exam	<b><u>JUNE 19</u></b>  <b>NO CLASS</b>  Planned extra credit due June 21
<b><u>JUNE 24</u></b> Ch. 5: Self-knowledge: How we understand ourselves (or more often, don't) <i>Ch 5 Application essay due in eLearning before 2pm</i>	<b><u>JUNE 26</u></b> Ch. 6: Self-justification: How we protect ourselves from reality <i>Ch 6 Application essay due in eLearning before 2pm</i>
<b><u>JULY 1</u></b> SPA-2 (Ch. 15 pp. 415-429): Social Psychology in Action – Health, stress, and coping <i>SPA-2 Application essay due in eLearning before 2pm</i>	<b><u>JULY 3</u></b> Ch. 7: Attitudes and attitude change: how do we decide how we feel? <i>Ch 7 Application essay due in eLearning before 2pm</i>
<b><u>JULY 8</u></b> <b>3-4:20 EXAM 2</b> <i>Please bring Exam System II #229630 scantron</i> 4:30-5:15 Review Exam	<b><u>JULY 10</u></b> Ch. 8: Conformity and compliance: Why we go along to get along <i>Ch 8 Application essay due in eLearning before 2pm</i>  Planned extra credit due July 12
<b>Practice Exam 2 (Chs 5-8) available during Testing Center hours JULY 5 ONLY</b> <b>Makeup/Retake Exam 2 available JULY 11-13</b>	

MONDAYS	WEDNESDAYS
<b><u>JULY 15</u></b> Ch. 9: Group processes: How others affect us more than we realize <i>Ch 9 Application essay due in eLearning before 2pm</i>	<b><u>JULY 17</u></b> Ch. 13: Prejudice: Why do people hate each other? <i>Ch 13 Application essay due in eLearning before 2pm</i>
<b><u>JULY 22</u></b> <b>3-4:20 EXAM 3</b> <b><i>Please bring Exam System II #229630 scantron</i></b> 4:30-5:15 Review Exam	<b><u>JULY 24</u></b> Ch. 12: Aggression: Why do people hurt each other? <i>Ch 12 Application essay due in eLearning before 2pm</i> Planned extra credit due July 26
<b>Practice Exam 3 (Chapters 9, 10, 11, 13) available during Testing Center hours JULY 18-19</b> <b>Makeup/Retake Exam 3 available JULY 25-27</b>	
<b><u>JULY 29</u></b> Ch. 10: Attraction, friendships, and relationships: Why do people love each other? <i>Ch 10 Application essay due in eLearning before 2pm</i>	<b><u>JULY 31</u></b> Ch. 11: Prosocial behavior: Why do people help each other (but only sometimes)? <i>Ch 11 Application essay due in eLearning before 2pm</i> <i>14<sup>TH</sup> Application essay due in eLearning before 2pm</i> In-class course evaluations, <a href="https://eval.utdallas.edu">https://eval.utdallas.edu</a>
<b><u>AUGUST 5</u></b> <b>3-4:20 EXAM 4</b> <b><i>Please bring Exam System II #229630 scantron</i></b> 4:30-5:15 Review Exam	
<b>Practice Exam 4 (Chapters 12, 14, 15) available during Testing Center hours AUG 1-2</b> <b>Exam 4 Make-up/Retake option available AUG 7 ONLY</b>	

### Testing Center Procedures

You may complete a practice exam and a make-up exam before and after each of the four in-class midterm exams in the Testing Center. **You MUST reserve your seat 72 hours in advance**, <http://www.utdallas.edu/studentsuccess/testingcenter/>. Please remember that you will not be admitted to the Testing Center without an appointment and your **Comet Card ID**.

**The Testing Center asked me to give you the following guidelines:**

All students:

- are strongly encouraged to **reserve a seat for ALL EXAMS for the entire semester**, during the **first 2 weeks of Summer semester**, via this link <https://ets.utdallas.edu/testing-center/>
- are expected to be familiar with the testing center procedures/policies - a copy of the **"Student Guidelines"** is available on the Testing Center website <https://ets.utdallas.edu/testing-center/students/>
- must have a **physical** Comet ID Card to be admitted (no exceptions).

---

## Grading Policy

The basis for assigning grades in this course will be as follows:

	Points	% of final grade
Exams (4 @ 50 pts each)	200	74%
In-Class Activities	30	11%
Reflection Essays (14 @ 1-4 pts each)	40	15%
TOTAL	270	100%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
250-270	93-100%	A
242-249	90-92%	A-
237-241	88-89%	B+
223-236	83-87%	B
215-222	80-82%	B-
210-214	78-79%	C+
196-209	73-77%	C
188-195	70-72%	C-
183-187	68-69%	D+
175-182	65-67%	D
0-174	0-64%	F

Midterm grades will be calculated using the information available at the time of submission. Use the worksheet on the last page of this syllabus to keep track of your grades.

*Please note: I want to help you be successful in this course in every way I can BEFORE the end of the semester. Aside from the exams and assignments listed here, I simply cannot give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.*

---

## TWO Research Exposure Credits are required for this course.

Research Exposure Credit Requirement (REC):

One requirement of all students enrolled in this class is completion of two research exposure credits. This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class. A link to "Research Exposure Credit (REC) Requirement" is also posted on the BBS Information Center in eLearning (link on the left side).

Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is found on the REC instruction sheet.

---

---

## Course & Instructor Policies

**LAPTOPS or other electronic devices (e.g., cell phones, tablets, voice recorders, etc.) may not be used in a way that distracts yourself or others during class time.** I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. In addition, research evidence indicates that taking notes on a laptop results in reduced learning and lower grades than taking handwritten notes. HOWEVER, it also is important to me to respect your autonomy, so if you decide to use a laptop please do not distract yourself or others.

### *Make-up exams*

You have THREE chances to complete each midterm exam, two of which may be scheduled at times you choose during the window of opportunity for each. It is up to you to plan ahead to be sure you can complete the exam in the time available. Any two of these three opportunities for each midterm exam may be considered optional, but I encourage you to complete all three (due to the strong positive effects of repeated recall on learning). The highest of your three scores will be the one that counts.

I recommend that you plan to complete each exam *early* in the window of opportunity rather than waiting until the end of each window. If something happens and you miss your chance to complete the exam, whether Practice, the in-class exam, or Make-up, there will not be another chance to reschedule.

### *Extra Credit*

Extra credit points are already built in to the exams and assignments. Please note that absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting. Additional details will be discussed in class.

Although classified as a "discussion," the first discussion assignment (click on **Shared Reflection Journals**) involves introducing yourself to your classmates, and is automatically worth 4 extra credit points.

### *Late Work*

All assignments must be completed and submitted before they are due. **Late assignments cannot be accepted.** Please be sure to verify that every paper you submit can be viewed in eLearning. If I can't see it, I can't grade it. Notify eLearning tech support by email [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UT Dallas Computer Help Desk at 972-883-2911.

**NOTE →** I recommend that you plan to complete each assignment well in advance of the day it is due. This is a valuable habit for everyone to develop. Planning to complete assignments *on time* does not give you flexibility if a crisis arises. Planning to complete assignments ahead of time allows you to adapt to unexpected circumstances and make it far more likely that you will be successful.

### *Class Participation*

**Class attendance and participation are required,** and are assessed by your participation throughout each class period. Because participation will be assessed using small group activities, you must come to class on time and prepared to discuss the day's topics. Arriving late, being uninvolved, or leaving early all result in losing participation points for that day. Class attendance and participation are an important



indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of sample tests, activities, and discussions, and frequently will cover content not found in the textbook.

There are no excused absences because this leeway is sufficient to take into account that you might be ill, have a religious holiday, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more classes for any reason, your overall grade will be affected—with five absences, no points for participation may be earned. I am not going to keep track of the reasons for any absences or decide which are and which are not valid. You are the better judge of that. This includes religious observances, illness, etc. Planned extra credit assignments will help you to make up points lost due to unavoidable absences. These assignments are due at specific points throughout the semester. Details will be explained in class.

Number of absences	Participation Credit	Planned Extra Credit
0	30	
1	30	
2	30	
3	25	1=up to 5 points
4	20	2=up to 10 points
5 or more	0	3=up to 15 points

You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.*

***Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.***

---

### **UT Dallas Syllabus Policies and Procedures**

You are responsible for understanding the University Policies that may be seen at:

<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies  
Student Conduct & Discipline  
Email Use  
Withdrawal from Class

Student Grievance Procedures  
Incomplete Grade Policy  
Services for Students with Special Needs  
Religious Holy Days

**Also, please be sure that you understand the following Course & Instructor Policies:**

#### **Academic Integrity**

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

**Plagiarism, especially from the web, from any textbook, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).** This course will use the resources (among others) of turnitin.com, which searches the web

for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

To signify endorsement of academic integrity and a promise to behave with integrity, all students sign the following Comet Creed that will be attached to and submitted with each written exam:

### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

**“As a Comet, I pledge honesty, integrity, and service in all that I do.”**

---

### **Video, audio, or other recording in class**

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission (including your course notes to sites such as studysoup, coursehero, etc.). Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

---

## **How to Get the Most Out of Course Assignments as Learning Opportunities**

### Making the most of your exam opportunities

#### **Why would you want to complete the Practice and Retake/Make-up Exams in the Testing Center?**

Think of the Practice window as a chance to study and then test yourself. The three trials have equivalent difficulty, so the Practice opportunity can help you identify how effectively you have prepared for the exam. After completing the Practice exam, identify ways to improve for the in-class exam. When possible, come see me to go over your answers! Think of the in-class exam as a chance to improve over your Practice exam. **If you prepare for the in-class exam using the same methods you used for the practice exam, your score is not likely to improve.**

If you miss either of the first two opportunities, or you just want to give yourself every opportunity to learn everything you can in this course, take the Make-up exam (which is really the 3<sup>rd</sup> chance). Even if you are satisfied with your earlier scores, this is excellent practice for retaining the material. It can't hurt, and it will help solidify your understanding in the course (and in life). I understand that not everyone will have time for three rounds of each of our four exams, but this flexibility is intended to give you time to arrange your exam preparation around your schedule, and to give you multiple chances to show what you know. Also, you will have 90 minutes to complete exams in the Testing Center, but only 80 minutes in class.

See me or a TA early if you need help preparing for an exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future. You are welcome to go over each completed exam with me or our Graduate TA until the date of the next exam (for example, you can come review Exam 1 until we have Exam 2, etc.).

Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the exams. Keeping up with the readings pays off. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**

---

#### Making the most of the Shared Application Journal Entries

Much of this course is about understanding other people's perspectives, and about how understanding people requires understanding their perceptions of their social world. It is about identifying those aspects of behavior that are common across humanity, and that may reveal human nature.

As you read and as we discuss key concepts throughout the semester, you will notice that many of these ideas relate to behaviors or ways of thinking that you are already quite familiar with—perhaps you simply didn't know that there is a name for what you experienced. Making connections between course ideas and your observations and experiences, and reflecting on these connections, are essential steps toward meaningful learning. This assignment involves documenting these applications.

The key benefit of this series of short papers is that your audience is each other. When you choose a concept and explain how it can be used to better understand your experiences and observations, everyone reading your paper can develop a deeper and more meaningful understanding of the concept and why it matters. You should address the question, *how does understanding this idea change the way I understand myself and others?*

Replying is not required, but you can earn one point for each reply to your own post that clarifies what you meant or that corrects an error. Details of this process will be decided and explained in class.

You will write 10-14 (or maybe 8) brief essays analyzing the application of ideas that surprise, interest, or seem exceptionally relevant to you in the assigned reading. The essays will be submitted to the class discussion board in eLearning, with each worth up to 4 points for the original essay and up to 5 points including optional replies. You may earn up to 40 points (15% of your grade), but not more than 40. The essays are NOT ANONYMOUS. Please keep this in mind as you write. Other than the introductory Application essay, the remaining 14 essays, one per chapter, all involve making connections between course concepts and how they relate to understanding why people think and behave as they do. These are examples from your own observations or experiences that can be explained by or better understood using a key concept from the chapter. The idea is to teach the concept by relating it to something that happened (not a "type" of thing that could happen).

***Please do not copy a definition of the concept or copy an example from the textbook or any other source—use a real-life example from your own observations or experience and explain in your own words. You will identify an example of a concept, offer and explain your perspective on issues related to the application of the concept, and engage in meaningful analysis.***

Superficial or obvious responses will not earn credit. For example, there is little for anyone to learn from a paper that states that obedience or compliance involves doing what someone tells you to do, or that aggression involves harm. If the explanation of what the term means is in the name, you are not writing a university-level paper by summarizing what the term means (that is true for all concepts).

Papers are graded for depth, not length, but a paper with **fewer than 250 words cannot earn credit** (if this were typed on paper, double-spaced, it would be about one page long). You will not need to create your own thread before you can view others' papers. This is a one-page paper. You should expect to write approximately 325-450 words. *The number of words is not what matters*, but a paper with just over 251 words is probably superficial, and more often than not turns out to be unacceptable.

The instructions in eLearning will look like this:

Choose one of the major, specific concepts from the assigned chapter of your textbook, **listed in the syllabus**. Using that concept as the subject, create a thread for discussion of that concept or join someone else's thread. **Give an example of the concept from your own observations of or experience**. Describe the example and **explain how it illustrates the concept**. Elaborate on how understanding the concept affects your understanding of yourself and others.

**Grading rubric:**

**0 points = no discussion example submitted or was submitted late, ignores chapter context, or does not meet minimal expectations (e.g., less than 250 words or contains grammatical and spelling errors)**

**1 point = discussion example submitted before deadline but contains definition of concept, example appears in textbook, or is superficial (i.e., lacks sufficient elaboration, examination of distinctiveness, personal relevance, or application)**

**4 points = discussion example submitted before deadline, key concept indicated clearly, with fully explained example**

The objective of these discussions is to develop meaningful understanding of key concepts.

Two important final notes:

1. You only need to post your essay to the discussion board once. Engaging in discussion is encouraged but not required.
2. Please remember to save and submit your contributions to the discussions. If you click on the "save as draft" option your work will be saved for you to edit and submit later, but if you do not log back in and submit before the deadline, your draft will not be submitted automatically. Drafts do not appear in the grading queue.

---

**Please note that the table on the next two pages *is your study guide* for the exams.**

The exams will not involve simply knowing the concepts, but given that the exams will assess your ability to explain and apply the main ideas of the course, and the following table lists the main concepts addressed in each chapter, it will help you to realize this is a useful tool for identifying what you need to know. SPA-3 is not included in the exams.

---

## Choose your subject line from this list for each chapter:

Please remember to discuss each concept *in the context of the chapter*—reading just the paragraph in which the concept appears will not provide sufficient foundation for your analysis.

<p><b>Chapters 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Construals</li> <li>• Fundamental attribution error</li> <li>• Conflict between the need for self-esteem and the need for accuracy/limits of social cognition</li> <li>• How the need for self-esteem leads to self-justification</li> <li>• Self-fulfilling prophecy</li> <li>• Hindsight bias</li> <li>• Research ethics</li> </ul>	<p><b>Chapter 3:</b></p> <ul style="list-style-type: none"> <li>• Automatic and controlled thinking</li> <li>• Automatic thinking and schemas</li> <li>• Accessibility and priming</li> <li>• Self-fulfilling prophecy</li> <li>• Availability heuristic</li> <li>• Representativeness heuristic</li> <li>• Anchoring and adjustment heuristic</li> <li>• Counterfactual thinking</li> <li>• Analytic and holistic styles of thinking</li> <li>• Overconfidence barrier</li> </ul>
<p><b>Chapter 4:</b></p> <ul style="list-style-type: none"> <li>• Cross-cultural differences in nonverbal communication</li> <li>• Display rules and emblems</li> <li>• Implicit personality theory</li> <li>• Internal and external attributions</li> <li>• Correspondence bias</li> <li>• Perceptual salience</li> <li>• Two-step process in making attributions</li> <li>• Actor/observer difference</li> <li>• Self-serving attributions</li> <li>• Defensive attributions: blaming the victim or belief in a just world</li> </ul>	<p><b>Chapter 5:</b></p> <ul style="list-style-type: none"> <li>• Independent and interdependent views of the self</li> <li>• Inadequacy of introspection</li> <li>• Self-awareness as aversive</li> <li>• Causal theories</li> <li>• Reasons-generated attitude change</li> <li>• Self-perception theory</li> <li>• Overjustification effect</li> <li>• Performance-contingent and task-contingent rewards and their effect on motivation</li> <li>• Two-factor theory of emotion</li> <li>• Misattribution of arousal</li> <li>• Fixed mindset and growth mindset</li> <li>• Social comparison theory, upward and downward social comparison</li> <li>• Social tuning</li> <li>• Impression management: ingratiation or self-handicapping</li> <li>• Self-control and self-regulatory resource model</li> </ul>
<p><b>Chapter 6:</b></p> <ul style="list-style-type: none"> <li>• Cognitive dissonance</li> <li>• Impact bias</li> <li>• Postdecision dissonance</li> <li>• Lowballing</li> <li>• Justification of effort</li> <li>• Internal and external justification</li> <li>• Hypocrisy induction</li> <li>• Insufficient punishment and self-persuasion</li> <li>• Ben Franklin effect</li> <li>• Hating our victims</li> </ul>	<p><b>Chapter 7:</b></p> <ul style="list-style-type: none"> <li>• Consistency/inconsistency between components of attitudes (affect, behavior, cognition)</li> <li>• Classical and operant conditioning <u>of attitudes</u></li> <li>• Explicit and implicit attitudes</li> <li>• Elaboration likelihood model: central and peripheral routes to persuasion</li> <li>• Need for cognition</li> <li>• Fear-arousing communication (<u>specific conditions for effectiveness</u>)</li> <li>• Heuristic-systematic model of persuasion</li> <li>• Attitude inoculation</li> <li>• Product placement &amp; how it works</li> <li>• Reactance theory</li> <li>• Effectiveness of advertising</li> </ul>

<b>Chapter 8:</b> <ul style="list-style-type: none"> <li>• Informational and normative social influence</li> <li>• Private acceptance and public compliance</li> <li>• Social impact theory</li> <li>• Minority influence</li> <li>• Idiosyncrasy credits</li> <li>• Injunctive and descriptive norms</li> <li>• Obedience (beyond the obvious)</li> </ul>	<b>Chapter 9:</b> <ul style="list-style-type: none"> <li>• Group cohesiveness, pos. &amp; neg. effects</li> <li>• Social facilitation</li> <li>• Social loafing</li> <li>• Deindividuation</li> <li>• Process loss and groupthink</li> <li>• Group polarization</li> <li>• Social dilemmas</li> </ul>
<b>Chapter 10:</b> <ul style="list-style-type: none"> <li>• Proximity effect versus Mere exposure effect</li> <li>• Functional distance</li> <li>• Similarity and Reciprocal liking</li> <li>• Assumptions about attractive people and self-fulfilling prophecy</li> <li>• Social exchange theory</li> <li>• Comparison level and comparison level for alternatives</li> <li>• Companionate and passionate love</li> <li>• Cultural differences in views of love</li> <li>• Evolutionary explanations of love</li> <li>• Attachment styles</li> </ul>	<b>Chapter 11:</b> <ul style="list-style-type: none"> <li>• Prosocial behavior and altruism</li> <li>• Norm of reciprocity</li> <li>• Social exchange theory</li> <li>• Empathy-altruism hypothesis</li> <li>• Helping in-group versus out-group</li> <li>• Urban overload hypothesis</li> <li>• Pluralistic ignorance</li> <li>• Diffusion of responsibility</li> <li>• Negative state relief hypothesis</li> </ul>
<b>Chapter 13:</b> <ul style="list-style-type: none"> <li>• Prejudice, discrimination, and stereotyping</li> <li>• Out-group homogeneity bias</li> <li>• In-group bias</li> <li>• Automatic and controlled processing of stereotypes</li> <li>• Justification-suppression model</li> <li>• Illusory correlation</li> <li>• Ultimate attribution error, attributional biases</li> <li>• Stereotype threat</li> <li>• Blaming the victim</li> <li>• Self-fulfilling prophecy</li> <li>• Realistic conflict theory vs Scapegoating</li> <li>• Institutional racism/sexism and modern racism</li> <li>• Hostile and benevolent sexism</li> <li>• Contact hypothesis</li> <li>• Jigsaw method and mutual interdependence</li> </ul>	<b>Chapter 12:</b> <ul style="list-style-type: none"> <li>• Hostile and instrumental aggression</li> <li>• Frustration and aggression</li> <li>• Regionalism and aggression</li> <li>• Gender and aggression, domestic violence</li> <li>• Aggressive cues</li> <li>• Social learning theory and aggression</li> <li>• Violence in media</li> <li>• Aggression and punishment</li> <li>• Cognitive dissonance and aggression</li> <li>• Lack of evidence to support the Catharsis hypothesis</li> <li>• Mass murders and social psychology</li> </ul>
<b>SPA-3 Chapter 16 pp. 433-440:</b> <ul style="list-style-type: none"> <li>• Acquisition, storage, and retrieval errors and their causes</li> <li>• Own-race bias</li> <li>• Reconstructive memory</li> <li>• Source monitoring error</li> </ul>	<b>SPA-2 Chapter 15 pp. 415-429:</b> <ul style="list-style-type: none"> <li>• Resilience &amp; social support</li> <li>• Stress and health</li> <li>• Coping with stress</li> <li>• Conditions affecting effectiveness of fear-arousing communication</li> <li>• Perceived control</li> <li>• Locus of control, internal versus external</li> <li>• Self-efficacy, high versus low</li> <li>• Learned helplessness and attributions</li> </ul>

## PSY 3331.0u1 ♦ SOCIAL PSYCHOLOGY ♦ Summer 2019

- The Graduate Teaching Assistant for this class will assist in grading written assignments, review completed online exams with you individually by appointment, and in general facilitate your learning success.
- The Undergraduate Teaching Interns for this class will organize and lead group study sessions, and in general facilitate your learning success.
- Names and contact information for the GTA and the UGTIs will be posted in eLearning.

*It is your responsibility to keep track of your grades* so that you know where you stand at all times. Participation grades will be updated weekly, and in-class papers will be graded within a week of the day they were completed. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

**\*\*\* Do not use eLearning to calculate your course grade! \*\*\***

**You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it.** We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart in your syllabus under Grading Policy.

**Remember:** You will need to complete two **Research Exposure Credits** for each core course in which you are enrolled this semester.

You can record your grades here:

Self-introduction (extra credit)	____/4
Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Shared Application Journals	____/40
In-class Activities/Essays	____/30
<b>TOTAL</b>	____/270 (see chart under Grading Policy)

Shared Application Journal grades (up to 14 at 4 pts each with maximum 40 points):

Ch. 1 or 2	____	Ch. 5	____	Ch. 8	____	Ch. 12	____
Ch. 3	____	Ch. 6	____	Ch. 9	____	Ch. 10	____
Ch. 4	____	SPA-2	____	Ch. 13	____	Ch. 11	____
		Ch. 7	____			14 <sup>th</sup>	____

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like me to check over the grading of any exams or assignments within **TWO WEEKS** of when the grade was assigned. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.