



## Psychology 2800A – Social Psychology

Spring 2015

Tuesdays & Thursdays, 1:40 to 2:55 p.m., in PE250

Instructor	Contact Info	Office Hours
Dr. Stephanie Hancock Psychology Department University of Lethbridge	<b>Office:</b> University Hall, D854 <b>Email:</b> stephanie.hancock@uleth.ca <b>Phone:</b> (403) 394-3930	By appointment (email to schedule a mutually convenient time)

### Graduate Teaching Assistants:

Sarah Dada  
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Scott Semenyna  
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Please contact the Graduate Teaching Assistants for clarification of course material and for an opportunity to discuss graded exams during the review period. If any questions remain, please contact the course instructor.

### Course Description

Social Psychology is the scientific study of how people think about, influence, and relate to one another. *Social thinking* consists of how we view ourselves and others; the accuracy of our impressions, intuitions, and explanations; and the relationship between our attitudes and behaviours. *Social influence* may include persuasion, coercion, conformity, group influence, and the role of others in forming our attitudes and impressions. *Social relations* encompass friendships, attraction and romantic partnerships, and actions towards others such as altruism, but also aggression and discrimination.

In this course, students will be introduced to the major theoretical perspectives used in social psychology, the goals of social behaviour, the impact of personal characteristics and situations on social behaviour, and the research methods used in the study of social behaviour.

### Required Text

Myers, D.G., Spencer, S.J., & Jordan, C.H. (2012). *Social Psychology* (5th Canadian ed.). Toronto: McGraw-Hill Ryerson.

*Note:* earlier editions of the textbook do not constitute acceptable alternatives to the required text.

### Supplemental Materials

Check out the Student's Online Learning Center for *Social Psychology, 5th Canadian Edition*. The link is available through Moodle. Choose a chapter from the dropdown menu. Within each chapter, you will find a variety of exercises and textbook-related content to help you acquire the course material. Site resources include weblinks, practical application tutorials, interactive activities, scenarios, multiple choice and matching questions, flashcards, crossword puzzles, glossaries, and videos. Any additional required readings or materials to supplement the course text and lectures will be provided to you in class and/or through Moodle.

### Outline of Topics and Course Structure

Time limitations prevent in-depth coverage of all chapters of the course text and some of the material covered in class will not come directly from the text, but from other scholarly sources. Class lectures will be structured for a more focused study of specific areas of interest and their content is essential to successful course completion. Details regarding the coverage of course material throughout the semester and for exams will be provided in class and/or posted in Moodle. Students are strongly encouraged to access the course Moodle site *multiple* times per week, as important materials and announcements will be posted regularly throughout the semester. It is your responsibility to keep up to date.

## Copyright, Moodle, and Intellectual Property

With the exception of information that is freely available on the Internet, all course materials should be treated as copyright-protected. You are free to make personal use of any materials posted within Moodle, and you are free to take your own notes in class (of course!). You are *not* permitted to distribute materials or information in any form to persons not registered in this course in this semester. Once information is in your hands, you are responsible for what you do with it; the Instructor will not be held accountable for students who choose to violate copyright law. Audio or video recording of lectures or any other in-class presentation or activity is *strictly prohibited*. Doing so is a *serious* offence as it violates intellectual property rights and the privacy of your classmates who have not consented to have their voice/questions recorded.

## Grade Assessment

Your overall grade in the course will be determined by the following:

- **Term Exams:** in total worth 90% of your course grade
  - Exams *may* consist of a combination of questions testing recognition (e.g., multiple choice, true-false, &/or matching questions) and recall (e.g., fill-in-the-blank, listing, &/or labeling questions). Details regarding the exact format of exams will be made available through Moodle. The exams are *non-cumulative* and will cover material from class lectures, class activities and discussion, videos, and any additional required readings and resources. Each exam has a time limit of 75 minutes.
  - The tentative schedule for exams is as follows:
    - ✓ **Exam 1:** worth 25% of overall grade
      - opens Wednesday, February 11, 9:00 a.m.; closes Friday, February 13, 5:00 p.m.
      - ❖ No class will be held on Thursday, February 12, in order to allow students time to write the exam during scheduled class time, if you so choose.
    - ✓ **Exam 2:** worth 30% of overall grade
      - opens Wednesday, March 18, 9:00 a.m.; closes Friday, March 20, 5:00 p.m.
      - ❖ No class will be held on Thursday, March 19, in order to allow students time to write the exam during scheduled class time, if you so choose.
    - ✓ **Exam 3:** worth 35% of overall grade + worth of lost *mini assignments*
      - opens Tuesday, April 21, 9:00 a.m.; closes Saturday, April 25, 5:00 p.m. (during the final exam period).
  - **NB:** The weighting of exams will not be altered under any circumstances.
- **Mini assignments:** In-class collaborative learning sessions, quizzes, and group activities; class surveys; and assigned homework and readings: 10%
  - Ongoing throughout the semester; details to be provided in class and/or through Moodle.

## Exam Procedures

Exams will be closed-book, written out of class at the University of Lethbridge's Testing Centre, using the online Moodle testing utility. Should you require assistance with Moodle or your account, please contact the Teaching Centre staff (email: [teachingcentre@uleth.ca](mailto:teachingcentre@uleth.ca)).

Students should familiarize themselves with Testing Centre procedures and hours of operation before arriving to write an exam (see: <http://www.uleth.ca/teachingcentre/testing-centre>). Access is granted on a first-come, first-served basis. Students must submit each exam by the scheduled closing date and time, so be sure to allow yourself adequate opportunity to complete your exam. It is strongly recommended that students write the exam as early as possible during the scheduled exam period as seating in the Testing Centre is limited and demand is high.

## Students with Special Needs

If you have a *documented* condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact your Instructor regarding your individual situation. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

## Missed Exam / Missed Assignment Policy

If a student is unable to write an exam during the designated exam period, please contact the course Instructor as soon as possible. Medical reasons must be supported by a physician's statement that test performance would be seriously affected by the illness, along with the physician's name and contact information. Non-medical reasons must also be supported. It is the student's responsibility to contact the Instructor to set up a make-up exam. Unless a medical note, documentation of bereavement, or other acceptable documentation is presented, a grade of 0% will be assigned for any exam not written during the designated time.

All students enter this course with a grade of 0%. You *earn* your grades. Should you be absent from class on a day during which mini-assignment grades are earned, those grades cannot simply be dismissed or ignored in the final tabulation of your course grade. Instead, to provide you an additional opportunity to earn those missed grades, their worth will be added to the worth of your third exam. As an example scenario, if you earn 8% out of 10% on mini assignments, the remaining unearned 2% will be added to the worth of Exam 3, so that it becomes worth 37% of your overall grade in the course. No documentation to support your absence from class is required for this adjustment.

## Experimental Research Participation and Bonus Points

Students have an opportunity to add bonus points (up to 2%) to their overall grade in this course by participating in active research of Psychology Department faculty members. This participation allows you to gain personal experience in psychology research projects, provides an opportunity to witness what goes on in the psychology labs, and introduces you to senior undergraduate and graduate students conducting their own research projects.

Available studies will be listed and described on the Sona System at: <http://psychleth.sona-systems.com>. Your username will be the same one you use to access Moodle. A password (which will *not* be your Moodle password) will be sent to your U of L email account by the departmental Administrative Assistant early in the semester, once the online system is ready. Calls for volunteers to assist in these projects will be made throughout the semester. If you are asked to volunteer, and you accept, each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time and the fact that you are learning about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% for each study in which you participate will be added to your total course grade.

Note that there is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are bonus points, students who choose not to participate are not disadvantaged. There will be no transfer of credits between courses. If you are registered in another psychology course that offers credits, a second email will be sent to you with a different password. Sign up for research participation through the course to which you would like to have your credits assigned. Because research studies start at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. The last date to participate in research studies is April 18, 2015. If you experience problems with the Sona System, or have questions about participating in research projects, please contact Leanne Wehlage-Ellis at [wehlage@uleth.ca](mailto:wehlage@uleth.ca).

## Grade Ranges

Letter grades will be assigned to final course percentages according to the following scale:

A+ ≥ 90	B+ 77 to < 80	C+ 67 to < 70	D+ 55 to < 60
A 85 to < 90	B 73 to < 77	C 63 to < 67	D 50 to < 55
A- 80 to < 85	B- 70 to < 73	C- 60 to < 63	F < 50

## University, Classroom, and Teaching Policies and Procedures

- ❖ *Everyone is entitled to their own opinion, but not their own facts.* Given the nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others' opinions is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see the University Calendar Section 5.b.1). *Open-mindedness is a prerequisite for learning.*
- ❖ As per the University Calendar, Section 5.h.1.: "*When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean.*"  
When students talk &/or giggle amongst themselves during lecture, it disrupts instructional activities and, consequently, your Instructor must respond according to the University Calendar regulation. To minimize other forms of disruption, turn off your cell phone or any other noise-emitting device prior to the beginning of class. Avoid engaging in off-task Internet use (e.g., Facebook, YouTube, Texting) during lectures as it distracts you and others around you.
- ❖ Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar (<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2014-15/part04.pdf>).
- ❖ In all email messages addressed to the Instructor or Teaching Assistants, include the *course name* and *topic* of your email in the Subject line. Address the recipient appropriately by name, and end the email by typing *your full name*. Adhering to this structure makes sending accurate replies and keeping track of correspondences much easier! Every effort will be made to respond to email inquiries in a timely manner during weekday 'working hours' (Monday morning through Friday afternoon).  
*\*\*\* If you fail to structure your email correspondence by these guidelines, or if you email the Instructor or Teaching Assistants with a question that has been clearly answered on Moodle or in this course outline, do not expect a reply.\*\*\**
- ❖ Following exams, the Teaching Assistants will be available to meet with you, discuss your test results, and review the correct answers. Contact the Teaching Assistants directly for available meeting times.
- ❖ Instructor course notes will not be provided to students. Supplemental materials (including Flash Video files of course lectures, *following* their presentation in class) will be posted in Moodle.
- ❖ The Instructor will not provide study guides or designate class time solely for the purpose of review.
- ❖ Additional work will not be assigned for those who wish to improve their course grade.
- ❖ If you miss a class video, it cannot be borrowed and there will be no second screening.

### Tips for success in PSYC 2800

- ❖ *Keep your chin up.* Research tells us that texting while driving increases one's risk of car accident to a degree roughly equivalent to that of driving drunk. Instructors' experience tells us that texting during class increases students' risk of failing to a degree roughly equivalent to that of coming to class drunk. Increase your likelihood of success - don't do either, or send a designated note-taker on your behalf.
- ❖ *Understand that your instructor is your ally, not your adversary.* As your Instructor, I want nothing more than for you to feel passionate about, engaged in, and enthralled by *Social Psychology* as much as I am. I want you to learn, understand, and apply the material, to succeed and earn high grades in the course. I can help you achieve this goal, but I can't do it for you. Achieving success requires regular class attendance, showing up on time (i.e., *before* the lecture begins), staying until class has officially ended, paying full attention during lecture, participating in class activities, completing all assigned work, and checking Moodle *frequently* for valuable resources.
- ❖ *If in doubt, find out.* If you are unclear about any of the material presented in class or posted as assigned readings in Moodle, or if you have a question that has not been answered in any of the valuable course resources that have been provided to help you, then ASK! Your Teaching Assistants and Instructor are more than happy to address any pertinent questions you may have.

**Enjoy a great semester as we delve into *Social Psychology*!**