

Course Outline

School:	Advancement
Department:	Humanities and Social Sciences
Course Title:	Social Psychology
Course Code:	GNED 135
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Pepi Lucas
Creation Date:	Fall 2014
Revised by:	Stan Cameron, Sabrina Malik
Revision Date:	Summer 2020
Current Semester:	Fall 2020
Approved by:	

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

The course is designed to introduce the student to the theories, research, and applications that constitute the field of social psychology. Important social phenomena are described, in order to demonstrate how social psychologists analyze and explain such phenomena as social thinking and perception; group processes and social influence; prejudice, stereotyping, and discrimination; altruism and helping behaviours; and the formation and maintenance of close relationships.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Discuss issues of diversity encountered in course content in order that students develop a sense of social responsibility in their personal and professional interactions.
2. Discuss the steps of research: investigation, formulation of a theory, deriving a hypothesis, testing the hypothesis, and re-examination of the theory.
3. Discuss selected topics in social psychology.
4. Articulate how discrimination can be internalized and how and why individuals from privileged groups resist changes that would bring about equity in the larger society.
5. Identify sources of conflict among individuals and groups and list a range of solutions to resolve the conflicts that arise out of these differences.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
5. Use a variety of thinking skills to anticipate and solve problems.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
11. Take responsibility for one's own actions, decisions, and consequences.

*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

*There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.

Text and other Instructional/Learning Materials

Text Book(s):

Social Psychology GNED-135. Authors: Myers, Jordan, Smith, Spencer. Custom Publishing by McGraw-Hill. This is a customized text. ISBN: 978-1-26-033944-4

Evaluation Scheme

- ⇒ Group Assignment #1: Group assignment based on assigned weekly chapter reading and lesson.
- ⇒ Test #1: Test based on chapters 1, 2 and 3 from assigned text and weekly lessons. Test format may include short answers, matching of terms and multiple choice questions.
- ⇒ Group Assignment #2: Group assignment based on assigned weekly chapter reading and lesson.
- ⇒ Group Assignment #3: Group assignment based on assigned weekly chapter reading and lesson.
- ⇒ Group Assignment #4: Group assignment based on assigned weekly chapter and lesson.
- ⇒ Test #2: Test based on chapters 4, 5 and 6 from the assigned text and weekly lessons. Test format may include short answers, matching of terms and multiple choice questions.
- ⇒ Group Assignment #5: Group assignment based on assigned weekly chapter reading and lesson.
- ⇒ Test #3: Test based on chapters 7, 8, 9 and 10 from the assigned text and weekly lessons. Test format may include short answers, matching of terms and multiple choice questions.

Evaluation Name	CLO(s)	EES Outcome(s)	GCE	Weight/100
			Outcome(s)	
Group Assignment #1	3, 5	2, 5, 8, 9, 11	2	5
Test #1	1, 2, 3	5, 11	2	25
Group Assignment #2	1, 3	2, 5, 8, 9, 11	2	5
Group Assignment #3	1, 3	2, 5, 8, 9, 11	2	5
Group Assignment #4	2, 3	2, 5, 8, 9, 11	2	5
Test #2	1, 3, 5	5, 11	2	25
Group Assignment #5	3, 5	2, 5, 8, 9, 11	2	5
Test #3	3, 4, 5	5, 11	2	25
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class.

Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given. Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments. It is the student's responsibility to keep track of all returned assignment and test / exam marks.

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Course Policies

N/A

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Introduction to Social Psychology	Assign Chapter 1: pages 1-13 for next week	Explain course learning goals and objectives. Review course outline and weekly topical. Review course evaluation methods. Complete student introductions.	Assigned readings and videos, participatory exercises, review exercises.		
2	Introduction to Social Psychology	Chapter 1: pages 1-13	Define social psychology. Explain why social psychology is considered a science and not simply "common sense". Differentiate between social psychology, sociology, and subdisciplines of psychology. Explain the power of social influence. Recognize the role of subjectivity in social situations.	Assigned readings and videos, participatory exercises, review exercises.		
3	Research Methodologies in Social Psychology	Chapter 1: pages 14-26	Explain social psychology as an empirical science. Differentiate between theory and hypothesis. Examine methods of research. Describe the ethical issues which must be considered when performing research in social psychology.	Assigned readings and videos, participatory exercises, review exercises.		
4	The Self in the Social World	Chapter 2	Define the self-concept. Describe the nature of self-esteem maintenance and preservation. Examine self-serving bias and self-presentation.	Assigned readings and videos, participatory exercises, review exercises.	Group Assignment #1 5%	
5	Social Cognition and Perception	Chapter 3	Examine how we perceive and think about the social world through our social cognition and perception. Explain schemas. Differentiate between automatic and controlled thinking. Apply the attributional process.	Assigned readings and videos, participatory exercises, review exercises.	Group Assignment #2 5%	
6	Test #1	Test Chapters 1, 2 & 3	Apply theoretical concepts of social psychology from chapters 1, 2 and 3.	Test format may contain multiple choice, short answers and/or word match up.	Test #1 25%	
7	Attitudes, Behaviour, and Compliance	Chapter 4	Explain how attitudes develop and influence behaviour. Examine how behaviour affects attitude.	Assigned readings and videos, participatory exercises, review	Group Assignment #3	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			Describe the process of changing attitudes. Summarize the techniques used to gain compliance.	exercises.	5%	
8	Conformity and Obedience	Chapter 5	Define conformity and obedience. Examine social psychology studies in conformity and obedience. Differentiate between informational and normative social influence.	Assigned readings and videos, participatory exercises, review exercises.		
9	Group Processes and Influence	Chapter 6	Explain why people join groups. Examine how groups influence the behaviour of individuals. Describe the benefits and consequences of group work.	Assigned readings and videos, participatory exercises, review exercises.	Group Assignment #4 5%	
10	Test #2	Test Chapters 4, 5 & 6	Apply theoretical concepts of social psychology from chapters 4, 5 and 6	Test format may contain multiple choice, short answers and/or word match up.	Test #2 25%	
11	Prejudice, Stereotypes, and Discrimination	Chapters 7 & 8	Define prejudice, stereotyping and discrimination. Explain the causes of prejudice. Cite examples of the effects of prejudice and discrimination. State how prejudice and discrimination can be reduced.	Assigned readings and videos, participatory exercises, review exercises.		
12	Altruism and Prosocial Behaviour	Chapter 9	Define altruism and empathy. Explain the factors that influence or inhibit prosocial behaviour. Describe how helping behaviours can be increased.	Assigned readings and videos, participatory exercises, review exercises.	Group Assignment #5 5%	
13	Attraction and Close Relationships	Chapter 10	Identify the factors that contribute to interpersonal attraction. Explain how close relationships are formed and maintained.	Assigned readings and videos, participatory exercises, review exercises.		
14	Test #3	Test Chapters 7, 8, 9 and 10	Apply theoretical concepts of social psychology from chapters 7, 8, 9 and 10	Test format may include multiple choice, short answers and/or word match up.	Test #3 25%	