



# PSYC 367: SOCIAL PSYCHOLOGY

Online instruction, Fall 2020

## Table of contents

Course description & goals	p. 1
Grading components	p. 2
Student/Instructor expectations	p. 3
Frequently asked questions	p. 4
Course calendar	p. 8



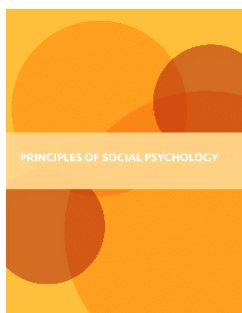
Hi everyone, welcome to this course! I look forward to getting to know you as we discuss topics such as social influence, prejudice, aggression, and prosocial behavior. I am excited to share social psychology with you, and I hope you will find the course content to be readily applicable to your life.

**Dr. Yuna Ferguson** ([yferguson@truman.edu](mailto:yferguson@truman.edu))

Office hrs (on Zoom or Google meeting): MWF 10:30-11:30 and 2-3pm; Tu 10-11am, other times by appointment

**Teaching Assistant: Lillian Schell** ([lrs3738@truman.edu](mailto:lrs3738@truman.edu))

Office hrs: TBA and by appointment



## REQUIRED TEXTS & READINGS

(Click on the links to access the texts.)

1. [Together: The Science of Social Psychology](#)

To download this text, create a free account on nobaproject.com.

2. [Principles of Social Psychology](#)

Articles from academic journals in psychology and other sources (see Blackboard for weblinks)

## What will I learn in this course?

Psychology is the study of how individuals think, behave, and feel. Social psychology is a subfield that examines these processes within a social context—how do others affect our behavior and how we see ourselves?

*Course catalog description: Interactions between the individual and society; social attitudes collective behavior communication and social solidarity. Prerequisites: PSYC 166; PSYC 266*

### Course Objectives:

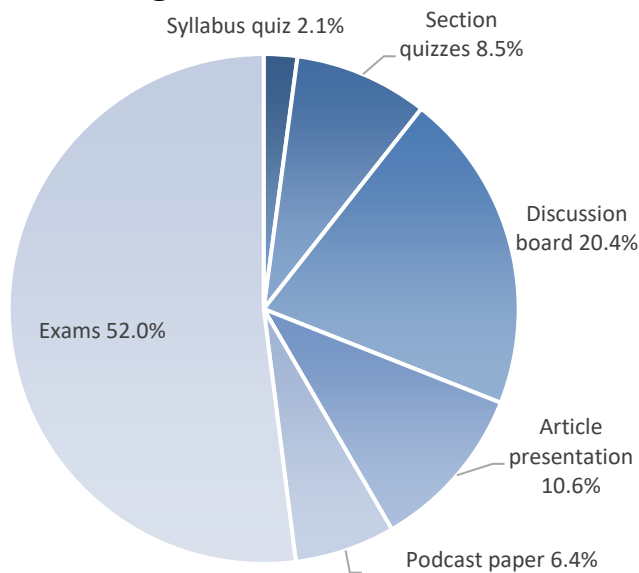
*Students should be able to...*

- Understand and analyze basic theoretical approaches and classic empirical findings in social psychology
- Understand research methods used in social psychology
- Understand and evaluate research presented in academic journal articles
- Identify social psychology content that explains real world experiences and events.
- Evaluate information from social sources, such as advertising and other media, based on course concepts
- Explain information and arguments orally and publicly through class discussions and presentation

To meet these goals, students are expected to spend an average of 9 hours of coursework per week.

**Section (Module) objectives** can be found on Bb in individual section folders.

## What will I be graded on?



Syllabus/Bb scavenger hunt	10 pts
Section quizzes	40 pts total
Discussion board	96 pts total
Journal Article Presentation	50 pts
Podcast Paper	30 pts total
Exams	245 pts total
<b>Total</b>	<b>471 points</b>

### Letter grade/percentage earned

A – 89.5% to 100%	D – 59.5% to 69.4%
B – 79.5% to 89.4%	F – Below 59.4%
C – 69.5% to 79.4%	

**Syllabus and Bb scavenger hunt:** This “scavenger hunt” will help you learn to navigate through this course and the syllabus using the same format the quizzes in this course. The scavenger hunt will focus heavily on the information in the “WELCOME: START HERE” folder of the Bb course page. This will be a timed assessment (30 minutes) consisting of 10 questions (mostly multiple choice), so please be sure to complete the course orientation first by browsing through information in the “WELCOME” section.

**Section Quizzes (5 pts each):** There will be 9 open-book/notes quizzes (timed, 30 min.) consisting of 10 multiple choice questions for each section. Your top 8 scores count towards the grade.

**Discussion board posts (12 pts each):** Included in each topic section is a discussion board (9 total). In each discussion board, you will be prompted to respond to a question AND to post at least one response to another student’s post. The first discussion board will be used to introduce ourselves and is required for everyone; complete 7 of your choice out of 8 remaining discussion boards during the rest of the semester. I will occasionally post comments, too, with additional information or considerations for students. Our class’s weekly emails will include brief highlights from students’ posts.

**Journal Article Presentation:** (See Blackboard for detailed instructions.)

Throughout the semester, in a group of 3-4 students, you will present a journal article related to topics we are covering in class. The approximately 15-minute presentation should be given using slides (e.g., Powerpoint, Google slides) and be video-recorded. The videos of the presentations will be posted on Bb.

**Podcast Paper:** (See Blackboard for detailed instructions.)

Listen to one of the suggested podcasts covering a social psychology topic and write a 3-page analysis.

**Exams (Exams 1-3 are 55 pts, Exam 4 is 80 pts):** 4 open-book/notes exams (timed, 50 minutes) in the course, all mandatory. Each exam will include multiple choice, short answer, and essay questions and will cover all assigned readings, lectures, and podcasts. The 4<sup>th</sup> exam will include a portion that is cumulative (from Exams 1-3), in addition to covering material from the 4<sup>th</sup> quarter of the semester. Exams will be open for 12 hours (9AM – 9PM) on the days on which they are scheduled. Questions on the exams will be randomly selected from a larger pool of questions, making each student’s exam unique. Students may not work with other students on the exam in any capacity, including sharing any information about the exam at any time.

This course does not have any assessments requiring proctoring services.

### MY EXPECTATION OF STUDENTS

To foster your learning, I expect you to regularly check in on Bb, complete the reading assignments and view the lecture videos, be aware of and plan for assignments and assessments (also see the 5 Tips for Success below), be respectful in discussions with other students, and communicate with me promptly about any concerns you may have. In an online environment, it is easy to forget that we are engaging with real people, because we don't see their facial expressions, body language, or hear their tone of voice. When communicating with others, including me, please try to be extra professional in your tone and to clearly articulate your thoughts. See the instructions for Discussion Boards on Bb for more info about this.

### WHAT STUDENTS SHOULD EXPECT OF ME AS THEIR INSTRUCTOR

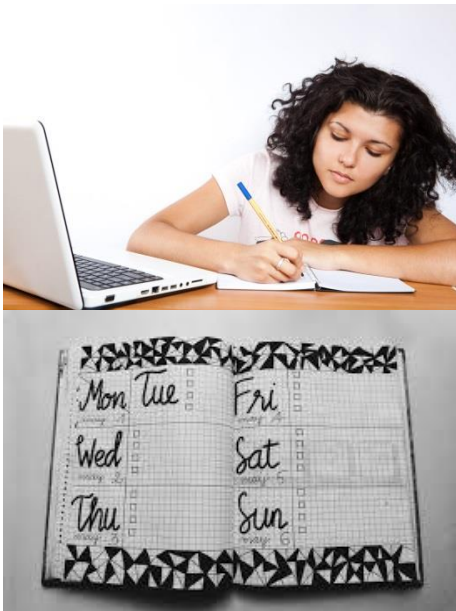
You may expect me to do my best to present topics in social psychology in an engaging manner and to do my best to support your learning in this course. I am passionate about social psychology, as I find it to be incredibly helpful when trying to understand current social issues. Through the examples, assignments, and assessments in this course, you can expect me to challenge you to deeply learn important social psych concepts and theories.

Assignments and assessments will typically be graded in about a week's time. Please see the Bb for specific grading criteria information and rubrics for each assignment.

I also understand that life happens.... Unforeseeable circumstances may prevent you from completing assignments or assessments. Although you can generally expect me to be strict with due dates and times, if you are experiencing a rare and unexpected circumstance, try to let me know as early as possible so that we may discuss increasing flexibility in this course to accommodate your success. I am passionate about student learning and really want you to succeed in this course.

### STUDENT SURVEY OF INSTRUCTION

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous and I will not see the results until after grades have been completed. It is important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity and thank you in advance!



### 5 Tips for Success in this Course

1. Plan ahead to complete assignments, quizzes, exams, etc. before they are due to allow sufficient time for troubleshooting. I will send out weekly reminder emails to help you plan.
2. Work on the course every day rather than cramming.
3. Read the readings and watch the lecture videos and take notes as you would in onsite, in-person classes.
4. Utilize office hours and contact your professor with questions and concerns.
5. Check out the [Learning Online @ Truman webpage](#) for helpful and practical advice about online learning. I especially like the section on [Learning Online](#) on what it means to be a [successful online student at Truman](#). If you are unfamiliar with discussion boards or using Blackboard, check out the [video tutorials](#).

### MINIMUM TECHNOLOGY REQUIREMENTS

To be successful in this course, it is essential that you have access to reliable broadband connection (Cable Modem, DSL, Satellite), as well as access to a reliable computer with a newer operating system (e.g., Windows 8/10, [see ITS's computer recommendations](#)) with a compatible web browser, such as Chrome or Firefox. Your computer or device should also have a camera and a microphone to be able to participate in all activities and to meet with me on Zoom or Google Meet. The course lectures will be video-recorded and assignments will require you to listen to audio files and to video-record.

Because the quizzes and exams are timed, it is important that you have fast, reliable internet connection. If internet is disconnected during an exam or quiz, you will be able to return to the exam or quiz, but the timer will continue to run during the time that you take to return to it on Bb. Generally, using a VPN is not recommended while completing a quiz or exam, as the connection can be slower.

### MINIMUM TECHNICAL SKILLS

The assignments and activities in this course require you to:

- Be comfortable accessing the internet and navigating websites, including databases such as Google Scholar or PsycInfo through the PML website.
- Be comfortable navigating through Blackboard, on which all course materials can be found, including online quizzes and exams.
- Be able to upload and submit assignments on Blackboard in compatible formats (word processed files should be in one the following formats: .doc, .docx, .pdf, or .odt).
- Be able to use your device's video camera and microphone.
- Be able to communicate through email and Zoom/Google Meet.

### AVAILABILITY OF COURSE CONTENT

Lecture slides, videos, discussion boards, and instructions for assignments for most of the semester are currently available on Bb. Please note that lecture videos may continue to be updated until the start date of each section. Section quizzes will become available at the start date of each section; exams will be available 9am – 9pm on scheduled dates (more info in anticipated FAQ and course calendar).



## (Anticipated) Frequently Asked Questions

### How will attendance be defined in this course?

As it is an online course, attendance is not graded in this course. If you regularly check the Bb course page (at least twice a week) and complete assignments on time, you will be considered to have regular attendance in this course. There are no attendance points in this course. Your grade will reflect your performance on the regular assignments and assessments.

### How are the quizzes and exams formatted?

Quizzes and exams will be delivered through Blackboard. It is imperative that you plan ahead for each quiz and exam and secure access to a reliable computer, a stable Internet connection, and a working environment that is as non-disruptive as possible for the time limit. Avoid taking quizzes or exams between 3am – 6am, because Blackboard frequently conducts data back-up during this time and your quiz or exam may be interrupted. Each section quiz can be found in the section folders for each week. You may refer to your notes, readings, and any content on the course page, but please note that there is a time limit of 30 minutes on quizzes and 50 minutes on exams. Quizzes have due dates. They will be made available on Bb starting at least a couple of days prior to the due date. You will have until the 11:59pm on the due dates to complete the quizzes.

You are highly recommended to study for the quizzes and exams as you would in onsite classes to learn the material on your own before taking the quizzes and exams. **Going over the time limit results in a deduction of .5 point per minute for each quiz or exam. Each exam can be found in the folder for each content section and will be available for 12 hours on the date of the exam, from 9AM to 9PM. After this availability period, 10 points will be deducted from your score on each late exam. Once you submit the quiz or exam, you will not be able to see the questions again on your own to see where points have been deducted. If you would like to see how you did on specific questions on the quizzes and exams, please set up and meeting with me.**

#### **Can I complete the quizzes, exams, assignments, and discussions past due date?**

In general, yes, but point deductions from your scores will be applied.

- Exams: See above

Point deductions per day late:

- Quizzes: 1 point
- Journal article presentation: 5 points from each group member's grade.
- Discussions: 2 points first post, 1 point response to another student.

#### **I know someone else who is taking this class. Can we work on the quizzes and exams together?**

No. We are here to assess YOUR learning in this class, and this assessment isn't possible if your grade reflects someone else's contributions. You are also denying yourself an opportunity to master the content. Besides, this is considered cheating. You may study for the quizzes and exams together, brainstorm about assignment ideas, or discuss your learning with a classmate—all of these are GOOD and will help you learn. Taking the quizzes or exams together—BAD. Helping future students cheat on their quizzes and exams—ALSO BAD. Please refer to the Truman Student Handbook about [Academic Dishonesty](#).

#### **How do I contact my professor?**

You can reach me through email ([yferguson@truman.edu](mailto:yferguson@truman.edu)) with questions, and I will respond within 24 hours during the regular week days (Mon-Fri). My email correspondence during the weekend is unpredictable, and I may not respond until Monday of the following week.

You are also welcome to set up a video conference meeting with me using [Zoom](#) or [Google Meet](#). Virtual meetings are especially recommended if you have a relatively complex question. If your question is difficult to address through email, I may ask you for a video conference meeting for discussions that are best done in person. My online offices hours are designated for communicating with students, so I'd prefer to meet during these times, if possible. Please give me an email heads up if you'd like to meet virtually. I will be frequently checking my email during office hours, so we will likely be able to meet immediately. Just because this is an online class doesn't mean that we won't get to know each other! I can offer individualized feedback and advice during these virtual meetings, so please take advantage of them.

#### **Are there extra credit opportunities?**

Nearly all classes in the Psychology department utilize an online system called [SONA](#) for participating in research being conducted by our students and faculty members. **All research this semester will be conducted online.** Early in the semester you will receive an email from SONA informing you of your unique UserID and Password as well as instructions and rules for using the system. You will use SONA to identify research opportunities in the department and then to volunteer for them. Credits earned in SONA can be applied as extra credit points in your PSYC classes. Note that all research participation is voluntary, all studies must pass ethical review prior to being posted on SONA. Be sure to read each study's description prior to signing up as some research is on topics that may make you uncomfortable.



Up to 12 points of your grade can be earned by participating in research conducted by other students or faculty in the psychology department. Each half hour of study participation counts for 2 points (each 1 point on Sona = 2 points in class). If you sign up for studies but fail to cancel in time, you will lose 2 points per instance for the “no show.”

\*For an alternative to participating in research, please see instructions for “Alternative EC Instructions” on Blackboard.

### **What counts as plagiarism/academic dishonesty?**

Plagiarism is a serious breach of academic honesty and consists of incorporating others’ ideas without giving them credit. Plagiarizing refers to using a direct quote of 4 or more words from another source without proper citation. Sloppy paraphrasing, such as when a few words are replaced from the original, also constitutes plagiarism. Please see [this example](#) for guidance on paraphrasing information from academic sources. The first act of plagiarism will result in a 50% grade deduction on that assignment. *School policy also requires me to report each instance of academic dishonesty to be placed on your Truman records.* Any subsequent acts can range from no credit for the assignment to a deduction of the final course grade. If you have questions, I am more than happy to meet with you.

**Acts of dishonesty** include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, including a reduction in the assignment or course grade. Truman’s [information about integrity](#) will apply to this course.

Truman State University subscribes to SafeAssign via Blackboard. Papers and essay exams written for this course will be submitted through SafeAssign to ensure Academic Integrity is maintained. Your submissions are shared with the University and Global database of SafeAssign whereby the content of your submissions will be compared to other future submissions.

### **How do I receive accommodations for my disability?**

To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>. You may also contact OSA by phone at (660) 785-4478 or email [studentaccess@truman.edu](mailto:studentaccess@truman.edu)

### **Where can I get help?**

- [The Center for Academic Excellence](#) (660-785-7403) provides advising services for students in their first year for most departments, as well as tutoring services.
- [Counseling Services](#) are available on campus at McKinney Center. Appointments, including virtual appointments, may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.
- The [IT Service Center](#) (660-785-4544) has combined the IT Call Center, Help Desk and Telephone Services into a one-stop location to serve you. You may submit a customer support ticket at [this web address](#).

## **Additional Policies**

### **Notice of Compliance**

In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations. You can reach the Title IX officer on campus at [titleix@truman.edu](mailto:titleix@truman.edu).

### **Title IX and Student Sexual Misconduct**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Truman's campus with the University. You can reach the Title IX officer on campus at [titleix@truman.edu](mailto:titleix@truman.edu). Students may also speak to someone confidentially by contacting University Counseling Services at 660-785-4014 (660-665-5621 for after-hours crisis counseling.) For more information, see Truman's [policies](#) and [procedures](#) relating to any form of gender discrimination.

The institution's complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf> and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

### **Emergency Procedures**

Because this is an online class, emergency procedures for physical classroom settings do not apply. However, you may access the [Emergency Guide for Academic Buildings](#). This [six-minute video](#) provides some basic information on how to react in the event there is an active shooter in your location.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Emergency Text Messaging" or "Update Emergency Text Messaging Information" link. During a campus emergency, information will also be posted on the [TruAlert website](#).

### **A note about FERPA**

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

### **Important Contacts**

Various offices that provide services to online students are identified at the [One Stop Services](#) page on [online.truman.edu](http://online.truman.edu). Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

#### **Psychology Department Chair:**

Dr. Rob Tigner  
Office: BT 2400A  
Phone: (660) 785-4611  
Email: [rtigner@truman.edu](mailto:rtigner@truman.edu)

#### **Dean, School of Social and Cultural Studies:**

Dr. Elizabeth Clark  
Office: MC 213  
Phone: (660) 785-7201  
Email: [eclark@truman.edu](mailto:eclark@truman.edu)

Hopefully your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's [Report a Complaint](#) page. Students taking an online course from outside of the state of Missouri should follow the complaint procedure [offered here](#). **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**

## TENTATIVE SCHEDULE

DATE	TOPIC	ASSIGNMENTS/ ASSESSMENTS	READINGS
8/17-8/21	Introduction to social psychology; Research methods	Self-introduction DB Pick journal article and group by 8/21 Quiz 1 (8/21)	Noba: Biswas-Diener, Introduction to the Science Noba: Jhangiani, Research Methods Noba: Mehl, Conducting Psychology Research
8/24-9/4	The self (behavior and attitudes)	Presentation 1 (8/31) Quiz 2 (9/4) <b>Exam 1 on Intro; Methods; the Self (9/9)</b>	Noba: McAdams, Self and identity PSP: Ch. 4 Baumeister et al. (1998) PSP: Ch. 5.1 and 5.3 Legate et al. (2012)
9/11-9/21	Evolution, culture, and gender	Presentation 2, 3, and/or 4 (9/16) Quiz 3 (9/21)	Noba: Buss, Evolutionary theories Noba: Biswas-Diener & Thin, Culture Henrich et al. (2010) Noba: Spears Brown & Jewell, Gender (not in social text, see Bb for link) Talhelm et al. (2014) Twenge & Martin (2020) Ronay & von Hippel (2010)
9/23-10/5	Social influence	Presentation 5 (9/28) Quiz 4 (10/2) <b>Exam 2 on Evolution, culture, gender; Social influence (10/5)</b>	Noba: Forsyth, Groups (start at Motivation & Performance) Noba: Levine, Persuasion Noba: Burger, Conformity PSP: Ch. 4.1, deindividuation section, pp. 143-144 Goldstein et al. (2008)
10/7-10/14	Social cognition	Presentation 6 and/or 7 (10/12) Quiz 5 (10/14)	PSP: Ch. 6.2 Noba: Hess & Pickett, Social Cognition Bargh (2004) Damisch et al. (2010) Shariff & Norenzayan (2007)
10/16-10/30	Stereotypes and prejudice	Presentation 8 and/or 9 (10/23) Quiz 6 (10/28) <b>Exam 3 on Social cognition; Stereotypes and prejudice (10/30)</b>	Noba: Fiske, Prejudice PSP: Ch. 12.1 & 12.3 Apfelbaum et al. (2010) Legault et al. (2011) <a href="#">NPR Hidden Brain Podcast, Implicit Bias and Police Shootings</a>
11/2-11/6	Aggression	Presentation 10 (11/4) Quiz 7 (11/6)	Noba: Bushman, Aggression PSP: Ch. 10.2 Brown et al. (2009)
11/9-11/16	Prosocial behavior	Presentation 11 and/or 12 (11/13) Quiz 8 (11/16)	Noba: Poepsel & Schroede, Prosocial Noba: Moskowitz & Piff, Cooperation Levine et al. (2001) Philpot et al. (2020)
11/18-11/23	Love and relationships	Presentation 13 (11/20) Podcast paper (11/20) Quiz 9 (11/23)	Noba: Brannan & Mohr, Love Noba: Fraley, Attachment Noba: Franklin & Zebrowitz, Attraction Gable et al. (2006)
Th 12/10	<b>Exam 4 on Aggression, Prosocial behavior, Love and relationships (partially cumulative over Exam 1-3 content)</b>		

Start Date: 8/17/20

Last Day of Classes: 11/24/20

Finals Week: 12/7/20 – 12/11/20

[Click here to see the Registrar's Fall 2020 Add/Drop deadlines](#)