Social Psychology  
PSYC (SOC) 2319.W01  
Spring 2017

Professor: Dr. Angela J. Adams  
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Office: Bay Hall 3.15  
Office Telephone: 361-825-2394

Office Hours: Tuesday 1:00 p.m. – 4:30 p.m.  
Wednesday 4:00 p.m. – 6:30 p.m.  
Thursday 8:30 a.m. – 9:15 a.m.  
By appointment

Class Location: W 7:00pm-9:30pm, CI 106

Description and Goals of the Course
This course provides an introduction to the study of human thought and behavior within social contexts. In this course, we will explore how aspects of the individual (e.g. personality, attitudes, goals) interacts with aspects of the situation (e.g. social norms, group characteristics, external rewards) to influence behavior. Topics to be covered include (but are not limited to) altruism, stereotypes and prejudice, attraction and close relationships, aggression, and attitudes and persuasion. We will focus on the science of social psychology by discussing research methodologies and theoretical perspectives in relation to various course topics.

A combination of readings, lectures, class discussions, projects, and written work will be used throughout the course. This course covers a lot of material and it is imperative not only that you read the material carefully but with a critical eye as well. My goal is to give you an understanding of social psychology and how it may apply to you, people you know or perhaps if you choose a career in psychology, your future patients. I expect you to take an active, analytic, critical and self-critical approach to the material, theories, and methods we cover, as well as your own beliefs and ideas regarding the subject.

Student Learning Objectives
1) Critically evaluate information and research  
2) Understand and describe classic and current social psychological theories  
3) Consider the ways in which human social behavior is influenced by errors in reasoning, attitudes, prejudices, misconceptions, and situational factors  
4) Analyze human social thought and behavior by reconsidering your own natural tendency to assume that people’s behavior reflects internal characteristics  
5) Recognize social psychological principles in your own life outside of the classroom 6) Understand how social psychological phenomena influence health

Course Requirements
ISBN 9780077413101
McGraw Hill Connect (access included with text) is an online student class support system. As such, it is designed to provide you with supplemental lessons, videos, and exercises that are designed to help you master the material. More importantly, McGraw Hill Connect allows the opportunity to do self-assessments as you prepare for exams. McGraw Hill Connect is REQUIRED for this section of Social Psychology.

Blackboard
We will use Blackboard for posting important class documents including information such as lecture capture, powerpoints, tests, assignments, discussion, supplemental readings, specific instructions for the various writing assignments, announcements, etc. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you do not know your login information for Blackboard, please contact the IT Help Desk, (361) 825-2692. If there are issues within your Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your ISP.

Course Evaluation
Readings
You are required to read assigned chapters from the text before the class during which we will discuss them. Each chapter includes a pre-lecture assignment to help you gauge your understanding to the material. This should allow you to come to class ready to engage in the discussion, provide meaningful feedback to colleagues, and ask any outstanding questions.

Your textbook has additional online resources available and I encourage you to utilize this interactive program. This site from the publisher has review materials such as practice quizzes, self-assessments, and other activities to help you maximize learning. While these supplemental activities will not be graded, they will help you to understand material and increase your overall mastery in the class.

You may also be assigned additional readings throughout the semester. Instructions on accessing assigned readings will be posted on Blackboard. These supplemental readings are designed to broaden your understanding of the subject material.

Exams (60% of final grade)
Exams will be taken online and cover the textbook chapters, supplemental readings, powerpoints, and lecture capture from the preceding section (see class schedule). Typically, tests will be available for 5 hours to allow for some flexibility. More information about accessing online tests will be provided in class.

There will be 3 online tests and one final examination which will count towards the final grade. Exams will be multiple choice and/or short answer. You are allowed to drop one exam, which will allow for unseen contingencies or a low test score. Each test is worth 100 points. There will be no make-up tests. If are unable to complete tests online, please contact the instructor in advance to arrange alternate arrangements.
Weekly Assignments (15%)
After reading each chapter you will be able to complete an assignment (this may include a quiz, activity, video, homework assignment, etc.) that will allow you to gauge your understanding of the material. Additionally, this will help you prepare for the subsequent exams.

All assignments must be completed by the assigned due date. Early submissions are encouraged. *Late assignments will not be accepted.*

Discussion Posts (25% of final grade)
Weekly discussion questions will be assigned throughout the semester. Discussion posts are submitted on BlackBoard by midnight (TAMUCC time) on Sunday nights. Students should post a 400 to 500 word response that integrates the assigned readings, real world experience, and the appropriate psychological concepts. Students will then post a succinct one paragraph response to two of their peers. Responses should respectfully reflect upon insights from the peer post describing how the peer insights expands upon or broadens your understanding of the concepts.

Situations which require you to miss a deadline must be discussed with me in advance. Students are encouraged to submit early to avoid loss of points. Please discuss any emergencies or other mitigating circumstances with me. *Late assignments will not be accepted.*

Grading
Your overall grade will be calculated based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 at 100 points each/20% each)</td>
<td>60%</td>
</tr>
<tr>
<td>Discussion Posts with peer feedback</td>
<td>25%</td>
</tr>
<tr>
<td>Activities, homework &amp; participation</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

90-100% = A indicates work of distinction, of consistent and exceptionally high quality
80-89% = B indicates good work, maybe not consistent or of distinction
70-79% = C indicates average work
60-69% = D indicates marginal work
Below 60% = F indicates unacceptable work

VERY IMPORTANT – Late Work/Missed Exams
No late assignments will be accepted. Emergency situations which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.
Classroom Expectations

✓ Students are expected to arrive on time and attend and participate in all classes. **If you miss a class, please arrange to get announcements, handouts, class notes, etc. from a fellow student.** Also check Blackboard for new postings and/or assignments.

✓ You are expected to participate in all aspects of the class. This means that, not only are you expected to contribute to class discussions and group activities, but that your comments, questions, and contributions should indicate that you have read the assigned material and are prepared to contribute to class meetings.

✓ We are all adults and it is expected that we will treat other students, teaching assistants/graders, and the instructor with respect. During discussions, feel free to express your disagreement with ideas but refrain from criticizing or belittling anyone (including researchers, authors, etc.) with whom you disagree.

✓ Please respect your classmates’ desire to learn in an environment free from unnecessary distractions. Do not engage in any behavior which is disruptive to the class. **This includes engaging in side conversations, talking on the phone, reading or writing that has nothing to do with class, surfing the web, sending or receiving text messages, etc. If I see this going on in class, I will assume that you are not participating and may ask you to leave.**

✓ If there is a situation or issue that you know about ahead of time, please let me know. Please do not schedule other activities such as work or meetings during class time. You will not be excused from in-class work missed when you schedule other activities such as these during class meeting times.

✓ If it is absolutely necessary for you to enter or leave the classroom once class is in session, do so in the quietest and least disruptive fashion possible.

Using Resources Outside of Class

There are a number of resources available to you outside of class and I strongly encourage you to contact me if you have any questions, difficulties, comments, or simply want feedback. **I want you to succeed in this class.**

I encourage you to set up study groups, or work with a partner whenever appropriate. Discussing the textbook material together and talking about what we are doing in class can be a great way to test your ability to express the ideas you are developing.

You are also strongly encouraged to make use of the Center for Academic Student Achievement (CASA). CASA offers a variety of services including tutoring, writing assistance, and mentors. The personnel in the center are a great resource to help you with various aspects of academic and college life. You can access their website for additional information at [http://casa.tamucc.edu/](http://casa.tamucc.edu/).

The Counseling Center can help you to better understand and address factors which may interfere with your academic success. Counseling can help to increase self-awareness, improve self-confidence, strengthen coping skills, and teach you more effective strategies for all aspects of
your life. Counselors can also help you to improving study skills, reduce text anxiety, strengthen
time management skills, and improve problem solving skills. They are located in the
Driftwood Building and you can access their website at http://counseling.tamucc.edu/

**Correspondence**

Email is the best way to get in touch with me. *Be sure to include your course & section number in the email subject line.* I generally respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. While most questions can probably be answered via email, you are also encouraged to drop by my office or make an appointment so we can discuss more complicated concerns. I advise you to identify and remedy any concerns as early as you can during the semester. If you wait until the end of the semester, there is little I can usually do to help at that point.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at http://catalog.tamucc.edu/content.php?catoid=8&navoid=242#Academic_Honesty and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Center for Academic and Student Achievement (CASA) at http://casa.tamucc.edu/ before engaging in any questionable behavior. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment or exam.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 7th is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Disability Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 8255816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361825-3466.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals Process**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
# COURSE SCHEDULE

This is a tentative schedule. Dates may change at the discretion of the Instructor.

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<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>CHAPTER READINGS</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Welcome and Introduction to the course Introducing Social Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/25</td>
<td>The Self in a Social World Social Beliefs and Judgments</td>
<td>Chapters 2&amp;3</td>
</tr>
<tr>
<td>2/1</td>
<td>Behavior and Attitudes Genes, Culture, and Gender</td>
<td>Chapter 4&amp; 5</td>
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<tr>
<td>2/8</td>
<td>EXAM 1 (Chapters 1-5)</td>
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<tr>
<td>2/15</td>
<td>Conformity and Obedience</td>
<td>Chapter 6</td>
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<td>2/22</td>
<td>Persuasion Group Influence</td>
<td>Chapter 7 &amp; 8</td>
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<tr>
<td>3/1</td>
<td>Prejudice: Disliking Others</td>
<td>Chapter 9</td>
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<tr>
<td>3/8</td>
<td>Aggression: Hurting Others</td>
<td>Chapters 10</td>
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<tr>
<td>3/15</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/22</td>
<td>EXAM 2 (Chapters 6-10)</td>
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<tr>
<td>3/29</td>
<td>Attraction &amp; Intimacy: Liking &amp; Loving Others</td>
<td>Chapter 11</td>
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<tr>
<td>4/5</td>
<td>Helping</td>
<td>Chapter 12</td>
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<tr>
<td>4/12</td>
<td>Conflict and Peacemaking Social Psychology in the Clinic</td>
<td>Chapter 13&amp; 14</td>
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<tr>
<td>4/19</td>
<td>Social Psychology in Court Social Psychology and the Sustainable Future</td>
<td>Chapter 15 &amp; 16</td>
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<tr>
<td>4/26</td>
<td>EXAM 3 (Chapters 11-16)</td>
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<tr>
<td>5/3</td>
<td>Reading Day</td>
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<tr>
<td>TBA</td>
<td>Final Comprehensive Exam</td>
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