The Invitation
No person is an island. We are all social creatures. Join me this semester in exploring the topic of social psychology. 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.

By the end of the course, you will be able to:
1) Identify and apply social psychology concepts
2) Analyze social psychological situations
3) Discuss the ways in which human social behavior is influenced by errors in reasoning, attitudes, prejudices, misconceptions, and situational factors
4) Critically evaluate social psychological research
5) Reflect on the class material, relate it to the media and critique the media examples
6) Create a video lecture that explores a social psychological topic

Class Activities
How will you acquire the knowledge and skills related to social psychology?
1) Complete all assigned pre-class preparation activities
2) Completing weekly quizzes
3) Participate actively and constructively in weekly discussions
4) Complete a reflection paper identifying social psychology in the media
5) Complete three exams
6) Create a final project applying class material

Each of these tasks is described in more detail below.
1. Complete all assigned pre-class preparation activities
The majority of pre-class preparation assignments will involve reading excerpts from the required text and viewing short lecture video clips. The assigned readings can be found in the course calendar, while the lecture video links can be found on Blackboard under the appropriate date. There is a copy of the textbook at the library on reserve for you to check out for up to 3 hours (you cannot take the textbook outside of the library).

The required text is:

2. Completing weekly quizzes
Once a week you will need to complete a quiz on Blackboard that will be due by midnight on Tuesdays. These quizzes will be available on Blackboard and you will be able to complete them at any time prior to the due date. Each quiz consists of 10 questions, each question is worth 1 point, and you will have 12 minutes to complete them. These quizzes have to be completed independently, and any collaboration on them can result in disciplinary actions. At the end of the term, individual scores on the quizzes will be added together to calculate a quiz total. Because weekly quizzes hold students accountable for being prepared for weekly discussions, no make-up quizzes will be given for any reason. It is your responsibility to complete the quizzes before the deadline. Completion of the quiz after the deadline will result in a zero for that quiz. You will, however, be allowed to drop one quiz at the end of the semester.

3. Participate actively and constructively in weekly discussions
When asked, employers report that the ability to work in teams is one of the two most important characteristics they look for in future employees (Hart Report, 2006). Unfortunately, you either have had no practice working with other people on a common task or have had negative experiences working with teams. You also may be far more comfortable texting than talking to people. All these experiences put you at a disadvantage on the job market. Happily, working collaboratively and communicating with other people are both skills that can be improved with practice. You will complete a variety of discussion boards, each of which will give you valuable practice discussing topics relating to social psychology. During discussion boards, please give others and their ideas the attention and respect you expect to receive. Initial discussion board posts will be due by midnight on Wednesdays. Then, the two comments to your classmates will be due by midnight on Fridays. Discussion boards will be worth 16 points (12 points for the initial post and 2 points per peer comment). Because you must contribute to each discussion board substantially, they cannot be “made up.” You will not be able to “make up” work after its deadline. You will, however, be allowed to drop one WD at the end of the semester. Specific instructions on what constitutes as a good initial post and a good peer comment are posted on Blackboard.

4. Complete a reflection paper identifying social psychology in the media
Students will write one reflection paper identifying three social psychological concepts in the media. Reflection paper should be between 500-700 words long. Due date is listed on the tentative schedule in the syllabus. Students are encouraged to consult the Purdue Online Writing Center (owl.english.purdue.edu) for help with these assignments. Please do not use google docs links as a submission format as I cannot open those. Word or pdf format is preferred. When submitting your paper, do NOT include your name inside the document. More information and the evaluative criteria for these papers will be posted on Blackboard.

5. Complete three exams
The course is divided into three unit. At the end of each unit, you will complete an exam. Some questions will be multiple choice, while others open-ended. You will need to complete the exams on Blackboard. Any collaboration with anyone is strictly prohibited. Additional information on these exams will be posted on Blackboard.
6. Create a final project applying class material

One of the main goals of this course is to apply course material to your everyday lives. You will be required to create an explanatory video that explores a social psychological topic. Presentations should be approximately 3-4 minutes long. More detailed information and the evaluative criteria for this project will be posted on Blackboard.

This is how your final grade will be calculated:

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>Points to be earned</th>
</tr>
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<tbody>
<tr>
<td>Self-introduction</td>
<td>12 points</td>
</tr>
<tr>
<td>Individual quizzes (14 Quizzes)*</td>
<td>10 pts per quiz * 13 quizzes = 130 points</td>
</tr>
<tr>
<td>Weekly Discussions (14 WDs)**</td>
<td>16 pts per WDs * 13 WDs = 208 points</td>
</tr>
<tr>
<td>Reflection Paper (1 paper)</td>
<td>100 points</td>
</tr>
<tr>
<td>Exams (3 Exams)</td>
<td>100 pts per exam * 3 exams = 300 points</td>
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<tr>
<td>Final Project</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**TOTAL COURSE POINTS: 850 points**

*You get to drop your lowest quiz. This will be automatically calculated and updated throughout the semester on Blackboard

**You get to drop your lowest WD. This will be automatically calculated and updated throughout the semester on Blackboard

Final grades will be assigned based on the following points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points to be earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>760-850</td>
</tr>
<tr>
<td>B</td>
<td>675-759</td>
</tr>
<tr>
<td>C</td>
<td>590-674</td>
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<tr>
<td>D</td>
<td>505-589</td>
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<tr>
<td>F</td>
<td>504 and less</td>
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The Insurance Policy (AKA: Extra Credit Opportunities)

This class is set up such that missing (or performing terribly) on any one or two assignments will not have a dramatic effect on your final grade. However, many students feel less anxious if they earn extra-credit “just in case.” This desire presents the opportunity to share additional resources with interested students. However, I do not want to facilitate students cramming hours of extra-credit into the last days of the semester in an attempt to raise your final grade. Thus, the extra-credit opportunities will be due throughout the semester, yoked to the unit to which they are relevant. Specific information about these opportunities will be posted on Blackboard.

General Class Conduct

1) Discussion boards: interacting with people via technology can sometimes result in forgetting that there is an actual human being on the other side of the screen and can result in communicating styles that we wouldn’t typically use in real life. Thus, please be aware of it when you are posting your answers and commenting on other students’ responses. In other words, refrain from using texting language (i.e., using “u” instead of “you”; “cause” instead of “because” etc.).

2) Email communication: Please view email correspondence as an extension of appropriate class conduct. Please do not start emails with “Hi there”, it is a personal pet peeve, so please do not do it. Always remember, if you want to ask someone a question or a favor, you are more likely to get a positive response if you are nice. Also, please refer to me as Dr. Zaikman or Professor Zaikman and not Mrs. Zaikman.

3) Very often, students come to me and tell me that if they do not receive a certain grade in my course, they are going to lose their scholarship, or they won’t graduate, or they will become ineligible for something or other. Let me be clear: I can relate. I understand how hard it is to succeed in education, to pay for school,
etc. I in no way wish for anything bad to happen to anyone as a result of failing my course. But it is your responsibility to get a good grade in my course; it is not my responsibility to give you a good grade. I will never assign a student a grade that s/he did not earn, so please do not come to me saying “I need a grade bump or I will lose my scholarship”. It would be completely unfair to the rest of the class to grant anyone a grade they did not earn. If you are worried about something like this come to see me early, and we can discuss options.

The Fine Print

PREREQUISITES: PSYC2301
EMAIL: Official communication to you will often come through your TAMUCC e-mail box. Please access it regularly, or forward it to your current use address, as your success in college may depend on your ability to respond quickly.

BLACKBOARD: We will use Blackboard for our class. All the lecture videos and assignments will be on Blackboard. Other information will also be posted on Blackboard: important class documents including information about tests, supplemental readings, specific instructions for the various writing assignments, announcements, etc. In addition, homework and project assignments will be posted on Blackboard. 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.

DISABILITIES ACCOMMODATIONS: 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 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) 825-5816.

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 examination or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in deduction of points on the assignment or test, zero on the assignment or test and/or filling a formal academic misconduct form.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
* Using the work of another as your own,
* Downloading or purchasing ready-made essays off the web and using them as your own,
* Using resource materials without correct documentation,
* Using the organization or language of a source without using quote marks and proper citation.
* Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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 361-825-3466.

DROPPING THE 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. November 8th is the last day to drop a class with an automatic grade of “W” this term.

GRADE APPEAL PROCESS: As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, 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.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf) For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html)

**ACADEMIC CONTINUITY:** In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will 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., email, 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.

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>DEADLINES</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Classes begin Regular Fall &amp; 1st 7-Week Session</td>
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<tr>
<td>September 2</td>
<td>Labor day Holiday</td>
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<td>September 3</td>
<td>Last day to late register or add a class</td>
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<tr>
<td>November 8</td>
<td>Last day to drop a class</td>
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<td>November 14</td>
<td>Last day to apply for December graduation</td>
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<td>November 27</td>
<td>Reading Day-No Class</td>
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<tr>
<td>November 28-29</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>December 3</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>December 4</td>
<td>Last day of classes</td>
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<td>December 5</td>
<td>Reading Day</td>
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<td>December 6</td>
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<tr>
<td>December 9-12</td>
<td>Final examinations</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Week 1:</td>
<td>Class Orientation</td>
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<tr>
<td>08/26-08/30</td>
<td>Introducing Social Psychology</td>
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<tr>
<td>Week 2:</td>
<td>Methodology: How Social Psychologists Do Research</td>
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<td>09/02-09/06</td>
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<tr>
<td>Week 3:</td>
<td>Social Cognition</td>
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<tr>
<td>09/09-09/13</td>
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<td>Week 4:</td>
<td>Social Perception</td>
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<td>09/16-09/20</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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</table>
| Week 5:    | Social Psych & Law                   | -Discuss accuracy and validity of eyewitness testimony                                         | SPA 3: p. 496-514  
Watch lecture videos on Blackboard  
Quiz 5 due Tuesday  
WD 5: initial post due Wednesday, two peer comments due Friday  
Exam 1 is scheduled for Friday 09/27. Prior to the end of unit you will need to watch a 30 minutes clip. |
| 09/23-09/27|                                      |                                                                                             |                                                                                                                                                        |
| Week 6:    | The Self                             | -Identify and discuss the nature of the self-concept  
-Apply various concepts related to self-awareness theory, self-perception theory, motivation and misattribution to real life situations  
-Identify and demonstrate various strategies for self-presentation  
-Discuss narcissism and identify a narcissistic individual | Ch. 5  
Watch lecture videos on Blackboard  
Quiz 6 due Tuesday  
WD 6: initial post due Wednesday, two peer comments due Friday |
| 09/30-10/04|                                      |                                                                                             |                                                                                                                                                        |
| Week 7:    | Attitude and Attitude Change         | -Identify the different kinds of attitudes  
-Discuss the various origins of attitudes  
-Discuss attitude change  
-Identify when attitudes predict behavior  
-Practice advertising a product using attitudinal change components  
-Identify ways to resist persuasive messages | Ch. 7  
Watch lecture videos on Blackboard  
Quiz 7 due Tuesday  
WD 7: initial post due Wednesday, two peer comments due Friday |
<p>| 10/07-10/11|                                      |                                                                                             |                                                                                                                                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Weekly Learning Objective(s)</th>
<th>Reading/Assignments due</th>
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</thead>
<tbody>
<tr>
<td>Week 8:</td>
<td>The Need to Justify Our Actions</td>
<td>-Discuss what ‘cognitive dissonance’ is and how we can avoid/decrease dissonance and maintain a positive self-image&lt;br&gt;-Apply reduction of cognitive dissonance techniques to everyday life&lt;br&gt;-Identify what a group is&lt;br&gt;-Discuss social facilitation, social loafing and deindividuation</td>
<td>Ch. 6. and Ch. 9: 9.1-9.2 Watch lecture videos on Blackboard Quiz 8 due Tuesday WD 8: initial post due Wednesday, two peer comments due Friday</td>
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<tr>
<td>10/14-10/18</td>
<td>Group Processes</td>
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<tr>
<td>Week 9:</td>
<td>Group Processes</td>
<td>-Discuss group polarization and decisions&lt;br&gt;-Practice the Prisoner’s Dilemma&lt;br&gt;-Distinguish between informational and normative social influence</td>
<td>Ch. 9: 9.3-9.4 and Ch. 8.1-8.3 Watch lecture videos on Blackboard Quiz 9 due Tuesday WD 9: initial post due Wednesday, two peer comments due Friday</td>
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<tr>
<td>10/21-10/25</td>
<td>Conformity</td>
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<td>Week 10:</td>
<td>Conformity</td>
<td>-Discuss obedience to authority&lt;br&gt;-Analyze the ethics behind Milgram’s Study</td>
<td>Ch. 8: 8.4-8.5 Watch lecture videos on Blackboard Quiz 10 due Tuesday WD 10: initial post due Wednesday, two peer comments due Friday</td>
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<tr>
<td>10/28-11/01</td>
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<td>Exam 2 is scheduled for Friday 11/01</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Weekly Learning Objective(s)</td>
<td>Reading/Assignments due</td>
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<tr>
<td>Week 11:</td>
<td>Prejudice</td>
<td>- Define prejudice, stereotypes and discrimination&lt;br&gt;- Practice identifying and eliminating microaggressions&lt;br&gt;- Discuss causes of prejudice and ways to reduce it</td>
<td>Ch. 13&lt;br&gt;Watch lecture videos on Blackboard&lt;br&gt;<strong>Quiz 11</strong> due Tuesday&lt;br&gt;<strong>WD 11</strong>: initial post due Wednesday, two peer comments due Friday</td>
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<td>11/04-11/08</td>
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<td>Week 12:</td>
<td>Aggression</td>
<td>- Discuss reasons for aggressive behavior&lt;br&gt;- Discuss aggression in the media and ways to reduce aggression</td>
<td>Ch. 12&lt;br&gt;Watch lecture videos on Blackboard&lt;br&gt;<strong>Quiz 12</strong> due Tuesday&lt;br&gt;<strong>WD 12</strong>: initial post due Wednesday, two peer comments due Friday</td>
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<tr>
<td>11/11-11/15</td>
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<td>Week 13:</td>
<td>Interpersonal Attraction</td>
<td>- Discuss the four factors of attraction&lt;br&gt;- Discuss the three components of love</td>
<td>Ch. 10&lt;br&gt;Watch lecture videos on Blackboard&lt;br&gt;<strong>Quiz 13</strong> due Tuesday&lt;br&gt;<strong>WD 13</strong>: initial post due Wednesday, two peer comments due Friday</td>
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<tr>
<td>11/18-11/22</td>
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<td>Week 14:</td>
<td>Prosocial Behavior</td>
<td>- Discuss reasons for people to help&lt;br&gt;- Discuss the bystander effect</td>
<td>Ch. 11&lt;br&gt;Watch lecture videos on Blackboard&lt;br&gt;<strong>Quiz 14</strong> due Tuesday&lt;br&gt;<strong>WD 14</strong>: initial post due Wednesday, two peer comments due Monday</td>
</tr>
<tr>
<td>11/25-11/29</td>
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<tr>
<td><strong>THANKSGIVING</strong> 11/28</td>
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<tr>
<td>Week 15:</td>
<td>Time to work on Final Presentations: No quizzes or WDs are due this week. Take the time to work on the final project.</td>
<td>Final Project is due Thursday 12/05 by midnight</td>
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<td>12/02-12/06</td>
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