

SOCIAL PSYCHOLOGY
Weber State University
Psychology 3460, Fall 2011

Class Times: Mondays, Wednesday, & Fridays 10:30 – 11:20 a.m. in SS 378

Professor: Azenett A. Garza, Ph.D.
Office & Office Hours: SS 328D
By appointment mainly, but will be around Mondays & Fridays, 11:30 a.m. – 12:30 p.m.

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Vista Enhancement: Web CT <http://online.weber.edu> will need Wildcat username and password to access.

Student Aid: Becca Mecham
Office & Office Hours: SS 307
Wednesday 9:30a.m.-10:30a.m., 11:30a.m.-1:00p.m.
Tuesday/Thursday 9:00a.m.-10:00a.m.

Contact Information: RebeccaMecham@mail.weber.edu
801-628-4161

Text: -Kenrick, D.T, Neuberg, S., & Cialdini, R. (2010). *Social Psychology: Goals in Interaction, 5th ed.* Pearson: Allyn and Bacon.

Questions that Social Psychology and this course address

How much influence do different situations have on our behavior? What are the conditions under which people will care about making social comparisons and what are the conditions they won't care? How do our expectations influence our interpretations of different events or people? How accurate are our perceptions of others and ourselves? What processes influence the way we perceive others and ourselves? When will attitudes predict our behaviors? Are our attitudes stable or can they change? What kinds of influence does advertising have on us? Why do we conform? Is conformity good or bad? Why do people join groups? Are two (or more) heads better than one? What factors predict attraction between people? Which of the two adages is true "Absence makes the heart grow fonder" or "Out of sight, out of mind"? Or are there conditions under which each is more likely to be true? Why do people help others? Is it purely altruistic or purely egotistic? Is aggression inborn; is it learned, instinctual, situational, or optional? What causes prejudice? How can prejudice be reduced?

Learning Objectives

This course emphasizes social psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of social psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of the:

- vocabulary and concepts involved in describing and explaining social psychological phenomena;
 - basic methods used by social psychologists in their investigations of phenomena;
 - principles, theories, and other empirical generalizations which have emerged from social psychological studies;
- and to help you acquire skills in:
- interpreting social psychological knowledge and applying it to daily life, everyday problems, and social issues;
 - in note taking, test taking, writing, and studying.
- and
- to integrate theories and research with real-life applications so as to make the study of social psychology both interesting and meaningful to you
 - to appreciate that all behavior is the result of a complex interaction between multiple factors.

Evaluation of Course Work

Exams: There will be a total of five exams, four exams and one optional final exam. Each exam will consist of a combination of multiple choice and essay questions. Each test will be worth 100 points toward your final grade. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero.** This means try your hardest to not miss an exam. If you know of a conflict with the exam schedule, you may take **ANY exam early**. However, **ABSOLUTELY NO** exam may be taken late. **Early exams will be permitted if advanced notice is given.** If you miss an exam, you must take a final exam to replace your missing test score. **You may also replace your lowest exam score by taking the final exam.** So if you DO better on the final exam, your lowest score will be replaced by your final exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! If, however, you take the first four exams (meaning, you don't miss any of them), I will drop your lowest grade! In this scenario, only 3 grades are counted as part of your grade. If you miss one exam and do not take the final to replace your grade, then all 4 exams will be counted as part of your grade, including the 0 for the missing exam. The final exam will be comprehensive and (that means it will cover material from the entire course) and an announcement will be made in class as to how you will be tested on the final exam. You have several days for each exam, including the final exam, and you are responsible for knowing the testing center hours. Each term exam will be composed of 2 sections, a multiple choice section that will be taken in the testing center and a hard copy of the **take home essay section that will be turned in at the beginning of class on the dates indicated** on the syllabus calendar. The testing center will NOT let you arrive or stay late to take an exam. Please schedule your time wisely. Exam questions will be taken from the textbooks and the lecture. You will be responsible for all material covered during the semester regardless of its source. All multiple choice sections of the exams will be taken in any Weber State University Testing Center. Testing Center hours for the Social Science Testing Center are provided below and is located in the Social Science Building room 38. Be sure to bring an ID to each test. **Test proctors will not let you take an exam without an ID. Exams will make up 68% of your grade.**

Monday – Thursday	7:30 AM – 9:00 PM (Must show up by 8:00 PM to take an exam)
Friday	7:30 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)
Saturday	9:00 AM – 5:30 PM (Must show up by 4:30 PM to take an exam)

Chapter Response Papers To help you think about the topics in the chapter, you will write a one-page paper (single-spaced Times New Roman font 12 with 1 inch margins) where you ask and respond to a question that you design based on the chapter material (use a question stem below). Your paper should focus on **ONE** topic, that is, do not try to cover the entire chapter in one paper. **DO NOT WRITE A SUMMARY!** I can read the chapter myself. I want to know what you think about the material. The response is due in WebCT by midnight on the first day a new chapter is being covered in class. Please see calendar for exact due dates. Please name your file with your last name and the chapter to which you are responding. **Absolutely NO LATE WORK WILL BE ACCEPTED. The three lowest grades will be dropped. These papers will make up 5% of your final grade and will be worth 5 points each.**

Use one of the following question stems. These are from, Halpern, D. F. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world*. San Francisco: Jossey-Bass.

- What is a new example of ...? (application)
- How could ... be used to...? (application)
- What would happen if...? (prediction/hypothesizing)
- What are the implications of...? (analysis/inference)
- What are the strengths and weaknesses of...? (analysis/inference)
- What is...analogous to? (identification and creation of analogies and metaphors)
- What do we already know about...? (activation of prior knowledge)
- How does...affect...? (analysis of relationship (cause/effect))

- How does...tie in with what we learned before? (activation of prior knowledge)
- Explain why...? (analysis)
- Explain how...? (analysis)
- What is the meaning of...? (analysis)
- Why is...important? (analysis of significance)
- What is the difference between...and...? (comparison/contrast)
- How are...and...similar? (comparison/contrast)
- How does...apply to everyday life? (application to the real world)
- What is the counterargument for...? (rebuttal argument)
- What is the best...and why? (evaluation and provision of evidence)
- What are some possible solutions to the problem of...? (synthesis of ideas)
- Compare...and...with regard to...(comparison/contrast)
- What do you think causes...? Why? (analysis of relationship)
- Do you agree or disagree with this statement...? What evidence is there to support your answer? (evaluation and provision of evidence)
- How do you think...would see the issue of...? (taking other perspective)

Responses will earn points according to the following: **5 points – Very well written.** There are no more than 2 spelling or grammar mistakes. The student has written a full page. The content extends the reading from the chapter so it is clear that the student has taken time to think about the topic. Connections are made between the material and the student's life, other classes and/or current events. **4 points – Well written.** There are no more than 4 spelling or grammar mistakes. It may not be a full page and the content may not make clear how the material is connected to the student. That is, interesting examples may be provided, but they are not related back to the material clearly. **3 points – Adequately written.** There are more than 5 spelling or grammar mistakes. The student does not focus on one particular topic, but instead provides a few sentences about various aspects of the chapter. The student does not provide clear examples that might be relatable to the chapter content. **2 points – Poorly written.** There are many spelling and grammar mistakes. There is little to no discussion of the topic from the chapter. It reads like the student sat at the computer and simply typed whatever came to mind. **1 point – No evidence of effort.**

Class and Home Exercises/Assignments: Many class exercises will be provided during class time. These exercises will be writing intensive so always bring extra paper that is easy to turn in. These exercises many times will involve group work and cooperation. These exercises will be meant to help you understand class material better. You will need to be in attendance to receive the exercise, participate, and receive credit. These exercises will be mostly unannounced so if you are absent on a day that a class exercise was conducted, you will be unable to receive credit for that day. In addition, at times, you may be asked to prepare for a class exercise ahead of time by looking for relevant material or read additional material at home before the next class (some of which may not be found in your text) and both prior preparation and presence in class will be crucial to know what you are being assigned to do and for full credit. **Therefore, NO LATE OR MAKE UP exercises may be turned in, however, the lowest 3 exercises will be dropped.** These exercises will make up **10% of your class grade and be worth 25 points each.**

Pop Quizzes: Twelve quizzes will be given throughout the semester. **The three lowest quiz grades will be dropped.** Quizzes may consist of 5 multiple choice, 5 short-answer questions, an essay question, or some combination of the three. Each quiz will be worth 10 points each and will be worth 5% **toward your final grade.** Quizzes will be meant to keep you up to date on your readings and to prepare you for coming exams. Make sure to note that these will be unannounced quizzes; they are called pop quizzes for that very reason. Before the beginning of each chapter you will be provided with some study questions. You will be responsible for answering those questions before the next class period. No textbooks will be allowed during quizzes; however, you will be allowed to use your notes or responses to the study questions to aid you in taking the quiz. Therefore, it would be extremely wise to prepare your responses to those questions as soon as they are given to you and to bring them with you to class. **NO MAKE-UP QUIZZES ARE ALLOWED.**

Reviews: In order to help you understand material and best prepare you for exams, four review days will be held during the semester, each will be held the class before the exam. Each day of attendance and participation **will be worth 25 points and you may earn 2% towards your final grade** for attendance and participation on those days.

Final Presentations: Students, in self-selected groups of 4 to 5, will give PowerPoint presentations on controversial social psychology or social issues. Each presentation must demonstrate the use of relevant course material (from either the textbook and/or lectures), outside sources (such as journal articles, internet, textbooks, etc.), and provide a balanced analysis of the issue under investigation. In other words, you are required to select a topic from the course schedule (or ones provided for you below) and explore two competing viewpoints on a controversial issue. This requires that you identify literature on these different viewpoints. (The instructor will assist you in this.) This will require you to find **at least** four peer reviewed journal articles, two representing each view. Your job is to read about these viewpoints, understand them and summarize them for the class. You will present the controversial issue to the class in the form of a group presentation at the end of the semester. At the end of the presentation, each group must take a stand on one side of the issue or the other and explain why they have chosen that perspective. Each group will have an entire class period for their presentation. You will need to provide a reference page, a hard copy and electronic copy (through e-mail is fine) of your presentation to me by **Nov. 28 at 10:30 a.m.** Presentations will be 20 minutes long in order to leave time for questions and class discussion.

The presentations will be graded for both content and style. The content portion of the grade will be based on how extensively the topic was researched, the organization of the presentation, and how clearly the arguments on each side of the issue are explained. The style portion of the grade will be based on how effectively color, graphics, and multimedia techniques enhance the presentation, the absence of typographical and grammatical errors, and the length of the presentation. Points will be deducted for presentations that are shorter than 15 minutes or longer than 25 minutes. Each member of the group will receive the same grade as all other members of the group.

Every member of each group is expected to make a significant contribution to the group project. To discourage social loafing, each person must complete a group contribution form before receiving a presentation grade. This form must describe the contribution made by the group member, and all the other members of the group must sign it. Any student who fails to turn in a group contribution sheet signed by all the other members of her or his group will receive a zero for their presentation grade. **This project will make up 10% of your class grade and be worth 100 points, 20 of those points will be derived from peer evaluations.**

Topics may be but are *not* limited to the following:

- Is Deception in Humans Unethical?
- Should Social Psychologists solve social problems?
- Are Our Social Perceptions Often Inaccurate?
- Does True Altruism Exist?
- Does Media Violence Cause Aggression and Therefore, should we prohibit minors from purchasing graphically violent video games?
- Is stereotyping or prejudice inevitable?
- Does the IAT measure implicit prejudice?
- Does internet create intimacy or isolation?
- Should executions be televised?
- Are men really more violent than women?
- Is terrorism ever justified?
- Should current illegal aliens be granted permanent residency?

Extra Credit Options:

You have one options for extra credit: You may participate in research Extra credit must be turned in by **Nov. 18th**.

Research participation: You may participate in research projects being conducted in the psychology department. You may do up to 2 hours of research participation. Please see <http://www.weber.edu/wsuiimages/psychology/StudentResearchReq2010.pdf> for specific information as to how to do this. All research participation must be completed by **Nov. 18th**. **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED.** A list of participation in research will be provided to professor by Human Subjects Committee but it would behoove you to keep a copy of all proof of research participation as a backup. It is extremely important that you ALWAYS provide your full name, W# in the following format (W12345678) and my name (professor's name) when participating in research so that you may receive credit for your research participation.

ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED!!

What is the workload expectation for this course?

In this course, in addition to the 45 hours spent in class or taking exams, you should spend up to 90 hours doing "homework," to include reading the text and documents, writing your assignments, and studying for exams. That equals 135 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system.

Student Disability Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

Calculation of Grades

4 Exams	100 pts. ea.	68% of your grade
Class/Home Exercises	25 pts. ea.	10% of your grade
Pop Quizzes	10 pts ea	5% of your grade
Chapter Response Papers	5 pts. ea.	5% of your grade
Review Days	25 pts ea.	2% of your grade
Final Presentation	100 pts	10% of your grade

Final Grade

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

Final Grade

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	0-59%

Final Grades: Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and extra credit opportunities are provided, final grades are not "rounded up or curved". Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. The **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams (including final exam) have been completed.

Grade Appeals: Exams in this course are restricted, which means that your exam will not be returned to you. However, you are welcome to view your exam during my office hours or at the testing center. If, after reviewing an exam, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge may be e-mailed to me as well. The challenge must be submitted within two weeks after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) the number of the question that you are challenging and what the question is generally asking 3) the CORRECT answer (according to me) 4) YOUR answer, and 5) why YOUR answer is as “correct” as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. THIS IS THE ONLY WAY that your concerns will be addressed. ONLY written questions and comments THAT YOU SUPPORT will be evaluated. At times, your professor may determine that a particular question is problematic due to the number of students missing an exam question; she will then give points back for that particular question. Thus, no challenge will be necessary for that particular question.

Class Attendance: Please note that although attendance will not officially be taken every class, an excessive number of absences will result in a lower grade. Class and homework assignments are given during class. Therefore, it is to the benefit of the student to attend class every day. Also remember that tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the student’s benefit to attend the class every time.

Excused Absences for University-Recognized Activities. “Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors

Dropping the Course.

You may completely withdraw from the semester at any time. Please be aware of the dates in which “W”s are assigned and such.

Class Contact: At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. For example, you are engaging in plagiarism if you turn in a paper purchased from a commercial website, turn in the work of another student as your own, or fail to attribute quotations or ideas to the original author of the work. If you include verbatim text in your coursework, you must quote the original source. You must put the text in quotes and give the specific citation for the quotations.

Consider the following hypothetical response as an example.

Contrary to Plato and Descartes who assumed that knowledge and ideas are innate or inborn, Locke proposed that the mind is a "blank slate...on which experience writes" (Meyers, 2003, p. 4). This notion helped lay the foundation for empiricism, or "the view that knowledge originates in experience and that science should, therefore, rely on observation and experimentation" (Meyers, 2003, p. 4).

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have any questions about how to properly cite sources. Cheating or plagiarism is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. **It will result in a grade of zero for the assignment** and at the instructor's discretion **may result in a grade of zero for the entire course. Regardless of the outcome the Dean of Students will be notified of the incident;** therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Please refer to the following website for a complete listing of infringements that constitute cheating: <http://documents.weber.edu/ppm/6-22.htm>

ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should come talk to me BEFORE the first exam about strategies to improve their class

performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class “count” just as much as policies outlined in the written syllabus.**

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

Permissions/Notifications: If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

Aug. 22 (M)	<i>Introduction to Social Psychology ~ Syllabus</i>	
Aug. 24 (W)	<i>Introduction to Social Psychology</i>	Chapter 1
Aug. 26 (F)	<i>Introduction to Social Psychology</i>	Chapter 1
Aug. 29 (M)	<i>Research Methods in Social Psychology</i>	Chapter 1 Chapter Response Paper Due
Aug. 31 (W)	<i>Research Methods in Social Psychology</i>	Chapter 1
Sep. 2 (F)	<i>Research Methods in Social Psychology</i>	Chapter 1 Syllabus Quiz due
Sep. 5 (M)	<i>Labor Day – No Class</i>	
Sep. 7 (W)	<i>Social Cognition</i>	Chapter 3 Chapter Response Paper Due
Sep. 9 (F)	<i>Social Cognition</i>	Chapter 3
Sep. 12 (M)	<i>Social Cognition</i>	Chapter 3
Sep. 14 (W)	<i>Review</i>	
Sep. 16 (F)	<i>Exam 1 – No Class</i>	Exam available 9/15 – 1/17 Essay Due 9/19 at 10:30 a.m.
Sep. 19 (M)	<i>Attitudes & Persuasion</i>	Chapter 5 Chapter Response Paper Due
Sep. 21 (W)	<i>Attitudes & Persuasion</i>	Chapter 5
Sep. 23 (F)	<i>Attitudes & Persuasion</i>	Chapter 5
Sep. 26 (M)	<i>Social Influence</i>	Chapter 6 Chapter Response Paper Due
Sep. 28 (W)	<i>Social Influence</i>	Chapter 6
Sep. 30 (F)	<i>Social Influence</i>	Chapter 6
Oct. 3 (M)	<i>Groups</i>	Chapter 12 Chapter Response Paper Due
Oct. 5 (W)	<i>Groups</i>	Chapter 12
Oct. 7 (F)	<i>Review</i>	
Oct. 10 (M)	<i>Exam 2 – No Class</i>	Exam available 10/7 – 10/11 Essay Due 10/12 10:30 a.m.
Oct. 12 (W)	<i>Prejudice, Stereotyping, & Discrimination</i>	Chapter 11 Chapter Response Paper Due
Oct. 14 (F)	<i>Prejudice, Stereotyping, & Discrimination</i>	Chapter 11
Oct. 17 (M)	<i>Prejudice, Stereotyping, & Discrimination</i>	Chapter 11
Oct. 19 (W)	<i>Aggression</i>	Chapter 10 Chapter Response Paper Due
Oct. 21 (F)	<i>Fall Break – No class</i>	
Oct. 24(M)	<i>Aggression</i>	Chapter 10
Oct. 26 (W)	<i>Aggression</i>	Chapter 10
Oct. 28 (F)	<i>Review</i>	
Oct. 31 (M)	<i>Exam 3 – No class</i>	Exam Available 10/28 –11/1

		Essay Due 11/2 10:30 a.m.
Nov. 2 (W)	<i>Affiliation & Friendship</i>	Chapter 7 Chapter Response Paper Due
Nov. 4 (F)	<i>Affiliation & Friendship</i>	Chapter 7
Nov. 7 (M)	<i>Love & Romantic Relationships</i>	Chapter 8 Chapter Response Paper Due
Nov. 9(W)	<i>Love & Romantic Relationships</i>	Chapter 8
Nov. 11 (F)	<i>Love & Romantic Relationships</i>	Chapter 8
Nov. 14 (M)	<i>Prosocial Behavior</i>	Chapter 9 Chapter Response Paper Due
Nov. 16 (W)	<i>Prosocial Behavior</i>	Chapter 9
Nov. 18 (F)	<i>Prosocial Behavior</i>	Chapter 9 Extra Credit Due
Nov. 21 (M)	<i>Review</i>	
Nov. 23 (W)	<i>Exam 4 – No class</i>	Exam Available 11/21 – 11/28 Essay Due Nov. 28 10:30 a.m.
Nov. 25 (F)	<i>Thanksgiving Break – No class</i>	
Nov. 28 (M)	<i>Presentations</i>	
Nov. 30 (W)	<i>Presentations</i>	
Dec. 2 (F)	<i>Presentations</i>	
Dec. 1 - 6	<i>Final Exam</i>	Final Available 12/1 – 12/6

NOTE: This schedule could possibly change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered in test might and often change. If there is time at the end of the semester, we will return to some of the skipped chapters.

How can I be successful in this course?

- ▶ **Set up a study schedule, study regularly and keep up.** Do not put off studying until the last moment. Remember that you will have pop quizzes to take. In order, to be prepared for them, you must begin studying immediately using your study questions as guides. For the exams, it is very difficult to “cram” several chapters into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- ▶ **Ask questions and participate in class.** Do not be afraid to ask questions of the instructor. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between the central route vs. the peripheral route of persuasion” vs. “I don’t get Chapter 5.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- ▶ **Keep up on the class & homework.** These are not just busy work; they will help you learn and master the material.
- ▶ **Read the book.** The textbook may explain something in a slightly different way than the instructor; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, from TV shows or movies, or newspapers, novels, etc) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. You should print out the slides posted on Vista WebCT before coming to class, examine them for similarities and differences in the information covered from the text. Pencil in any questions that arise as you look over them and bring them to class. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material.
- ▶ **Integrate notes from book and lecture.** After every lecture, be sure you go over your notes, fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- ▶ **Study with someone else.** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student’s knowledge can complement another student’s knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice explaining concepts to each other. Be sure to ask for examples of concepts and application of the concepts. Also, be sure to use study aids provided to you on mypsychlab.

- ▶ **Don't skip class.** A missed class is often very detrimental to your grade. There will be class exercises and homework assignments that if you miss class it will decrease your grade and will likely decrease your understanding of the material covered. Remember that exam questions will also come from lecture material that is not covered in the text. So, if you miss class and don't get another student's notes, you are likely to miss questions over that material. Everyone has a million and one things to do.....we all have busy lives. You will need to prioritize time for this class in order to do well.
- ▶ **Learn from your mistakes.** Take a look at the missed questions on your homework, quizzes and study aids and find out why you missed the questions you did. Did you not come to class? Did you not read the book? If you find out what went wrong, you can often correct it.

Start your studying and organization of information on the FIRST day!!!

Grade Record

Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of you academic progress in this class.

Exam #1 _____
 Exam #2 _____
 Exam #3 _____
 Exam #4 _____

*** Note remember to drop lowest exam (if you take all 4 Exams).**

Pop Quiz #1 _____
 Pop Quiz #2 _____
 Pop Quiz #3 _____
 Pop Quiz #4 _____
 Pop Quiz #5 _____
 Pop Quiz #6 _____
 Pop Quiz #7 _____
 Pop Quiz #8 _____
 Pop Quiz #9 _____
 Pop Quiz #10 _____
 Pop Quiz #11 _____
 Pop Quiz #12 _____

***Note remember to drop your lowest 3 scores.**

Chapter Response Paper 1 _____

Chapter Response Paper 2 _____

Chapter Response Paper 3 _____

Chapter Response Paper 4 _____

Chapter Response Paper 5 _____

Chapter Response Paper 6 _____

Chapter Response Paper 7 _____

Chapter Response Paper 8 _____

Chapter Response Paper 9 _____

Chapter Response Paper 10 _____

***Note remember to drop your lowest 3 scores.**

Class Exercises _____

***Note remember to drop your lowest 3 scores**

Review Day 1 _____

Review Day 2 _____

Review Day 3 _____

Review Day 4 _____

Final Presentation _____