

SOCIAL PSYCHOLOGY (PSYC 3460-30185)
WEBER STATE UNIVERSITY
SPRING 2009

MWF 11:00 – 11:50 A.M.
SS 349

PROFESSOR Dr. Leigh Shaw
OFFICE SS 362
PHONE 626-7429
OFFICE HOURS MWF 9:00 – 9:50 a.m., TR 11:15 – 11:45 a.m.
EMAIL lshaw@weber.edu (submit class work in the WebCT email system)
WEBPAGE <http://faculty.weber.edu/lshaw>

COURSE DESCRIPTION AND GOALS

Through lecture, discussion, and film, this course will introduce you to the field of social psychology. Topics will include social cognition (i.e., how we think about the social world), social perception (i.e., how we come to understand other people), social influence (i.e., conformity, persuasion, group influence), and social relations (i.e., prejudice, attraction, altruism).

The primary goals of this course are 1) to show the range of influences people have on each others' beliefs and behaviors, 2) to present and to evaluate the major theories of social psychology, and 3) to illustrate how social psychological processes operate in everyday life. Through this course you will learn how to describe and explain social phenomena in terms of psychological theories and how to apply psychological knowledge to everyday life and social issues. This course will be challenging and stimulating. Because social psychology grows through questioning and critical examination, you are encouraged to question prevailing assumptions and to pose thoughtful questions about the relationship between the social context and the individual.

TEXT AND REQUIRED MATERIALS

- 1) Myers, D.G. (2008). *Social psychology* (9th ed.). New York: McGraw Hill.
- 2) Internet access for Vista enhancements
- 3) #2 Pencils for taking exams
- 4) 30¢ for taking exams (10¢ for each scantron to be purchased at Testing Center)

GRADING

	<u>Points</u>	<u>% of Total</u>
Exam #1	120	21
Exam #2	120	21
Exam #3	120	21
Term Paper	100	18
Homework	100 (2 papers @ 50 points each)	18
TOTAL	560	100

Final grades will be assigned based on the percent of total points earned, as follows:

A (100-93%)	B- (82-80%)	D+ (69-67%)
A- (92-90%)	C+ (79-77%)	D (66-63%)
B+ (89-87%)	C (76-73%)	D- (62-60%)
B (86-83%)	C- (72-70%)	E (59-0%)

You have one extra-credit option; its successful completion will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B).

EXAMS

- You will take 3 non-comprehensive exams, each covering about 1/3 of course material - including lectures, videos, activities, discussions, and assigned readings. Exams consist of 60 multiple-choice questions. Exams are "closed-book" and "closed-notes".
 - Exams are administered in the Social Sciences Testing Center (SS 036). To take an exam, you must show up with a photo ID on the correct date (see Course Schedule) at the appropriate times. You will not be allowed to take an exam without a photo ID or if you show up after hours (tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).

Monday – Thursday	7:30 AM – 8:00 PM
Friday	7:30 AM – 4:30 PM
Saturday	9:00 AM – 4:30 PM
 - It is your responsibility to take the exam during the exam period. If you have a conflict with the exam schedule, you may take an exam early at no penalty. In this case, please discuss your conflict with me so we can make arrangements. If for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a 20% penalty. You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.
 - EXAM REVIEW SHEETS will be available online. The class period prior to the exam period is set aside for review. Review sessions will take the form of question-and-answer periods; if you do not come prepared with questions, there will be no review session.
 - IMPORTANT: You are responsible for all assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class, you must get the notes from another student. Use the space below to write the contact information of another student should you miss a class period.
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CHALLENGES

- 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.
- I carefully design exam questions to have only one answer and review test outputs to evaluate the validity of each question. However, there occasionally may be a question that you think is open to more than one interpretation. If so, you may submit a challenge to me either in writing (typed, double-spaced) or via email. Challenges must be submitted at least 1 day before the next exam period and must explain how the question could be interpreted so that the answer you chose is as “correct” as my answer. I will evaluate and return challenges within 1 week. I encourage you to utilize this option if you feel strongly about a test question.
- Your challenge must include the following (challenges missing any of these components will 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.
 - Hint: Good challenges include citations from the lecture notes or text (with page numbers). Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that you know your answer is correct, etc.

EXPERIENTIAL HOMEWORK ASSIGNMENTS

- You will complete 2 of the 3 experiential homework assignments. Assignments must be typed and double-spaced with 1-inch margins and 12-pt font. Your name, the due date, and the course name should be typed in the upper left corner of the paper. Assignments that do not conform to these guidelines will be docked 10%. Assignments should be no longer than 3-pages. Assignments longer than 3 pages will not be accepted; part of your task is to present your ideas clearly and succinctly.
- Papers are due at class-time on the due date (see Course Schedule). Late papers will be docked 10% for each 24-hour period (including weekends). Papers more than 1 week late will not be accepted. I strongly discourage you from emailing me your homework. If you email your homework, I will only accept it as an attachment within the Vista email system.
- Choose your assignments carefully: you may only submit 2 assignments for evaluation and the scores you receive on these 2 assignments will constitute your total homework points. This means that you may not complete all 3 assignments and simply take the 2 highest scores.
- Spelling, grammar, and organization will be considered when evaluating your responses. Plagiarism is unacceptable. When defining course concepts, whether or not you directly quote, you must cite the text and/or notes (see Plagiarism and Cheating for how to cite according to APA-format: no reference page is required).

HOMEWORK ASSIGNMENT #1: BIASES, SHORTCUTS, AND ATTRIBUTIONS

In order to deal with the complexity of our social world, we often employ a variety of shortcuts and biases to ascertain the causes of other people's behavior. Your task is to examine some biases, shortcuts, and attributions in action. Collect 2 newspaper or magazine articles (you cannot also use these for your illustrations journal) that contain an example of a bias, shortcut, or attributional strategy that we discussed in Chapters 2, 3, and 4 (e.g., *overconfidence*, *representativeness heuristic*, *availability heuristic*, *counterfactual thinking*, *illusory correlation*, *fundamental attribution error*, *self-fulfilling prophecy*, *self-serving bias*, *foot-in-the-door*, *false consensus effect*, *false uniqueness effect*, *self-handicapping*). Letters to the editor, or articles containing direct quotes where people explain why something happened are often good sources. Your assignment can be up to 3 pages, plus the 2 articles. Spelling, grammar, organization, and use of APA-style citations is worth 10%.

For each article, do the following:

- (1) tape/staple/glue the article to a piece of paper (10%),
- (2) highlight or circle all the parts of the article that illustrate the relevant concept (10%),
- (3) define and elaborately describe the bias being illustrated (35%),
- (4) thoroughly explain why this is an example of the concept you describe (35%).

HOMEWORK ASSIGNMENT #2: A DAY OF NONCONFORMITY

Your first task is to observe a "Day of Nonconformity." Your challenge will be to live each minute of that day in a way that is as uninfluenced as possible by conformity pressures to appear cool, fit in with a group, or go along with others to be liked or accepted. In other words, for a full 24-hour period you should live in a way that is true to yourself while not infringing on the rights of others. In carrying out this task, leave no behavior unexamined -- from washing your face to eating lunch to talking with friends to watching TV. That is, don't just avoid obvious acts of phoniness or insincerity; strive for the deepest level of authenticity, in whatever way you define it for yourself. The goal is not to be different, unique, or selfish, or to simply violate social norms all day. Rather, the goal is to be your own person. **Note:** To minimize any bias in social reactions, it is best if you do not tell others about the assignment until after the Day of Nonconformity is over. Also, *under no circumstances should you behave in a way that harms others or is unethical or illegal* (yes, this means keeping your clothes on in public).

Your second task is to write *a social psychological analysis* of what the day was like. In writing about your experience, you must go beyond superficial descriptive accounts and see if you can arrive at social psychological insights about yourself or others.

Begin your paper with a brief introduction (10%) that defines and thoroughly describes (with APA-style citations) social norms, normative influence, and informational influence.

The body of your paper (70%) should be *a detailed social psychological analysis of your behavior* during your Day of Nonconformity and other's reactions to your behavior. Be sure to give concrete illustrations of how your behavior compared to your "normal" behavior. Sample questions you *might* address:

- How did you define nonconformity, and what did you focus your efforts on? What sorts of social influence pressures (normative or informational) did you experience?
- If your behavior was different than normal, which person did you like more: the "Day of Nonconformity you" or the "Normal you"? Why? If you preferred the "Day of Nonconformity you," what are the psychological factors that prevent this "you" from coming out?
- What are the psychological costs and benefits of living authentically? In your view, do the benefits outweigh the costs?
- How did others respond to your nonconformity? Do you think they noticed a difference in your behavior? What attributions did people make for your behavior, and why?
- If you were to predict your behavior one month from now, do you think it will be changed in any way as a result of participating in the Day of Nonconformity? If so, how? If not, why not?

Finally, end your paper with a brief conclusion (10%) that discusses your reflections on the value of social norms. Spelling, grammar, organization, and use of APA-style citations is worth 10%.

HOMEWORK ASSIGNMENT #3: CONSEQUENCES OF STEREOTYPING

The goal of this assignment is for you to explore the topics of subtle racism/sexism and implicit attitudes in a hands-on way that allows you to assess whether you have hidden racial/gender biases. In this assignment, you will take the Implicit Association Test for race or gender (you choose) and then you will write a paper about your experience, results and reflections.

Your first task is to go to <http://www.understandingprejudice.org/iat/> and take the Implicit Association Test on race or gender (about 10 minutes). The IAT is a computer-based test that measures how rapidly people are able to categorize various words and images. The IAT capitalizes on the fact that most of us identify words and images more rapidly when they come from closely related categories than when they come from unrelated categories. Thus, by comparing the speed with which people categorize words or images, the IAT indirectly assesses how closely people associate certain elements with each other.

Your second task is to write a social psychological analysis of your experience and IAT results (refer to pp. 303-307 in your text; Project Implicit FAQs, <https://implicit.harvard.edu/implicit/demo/background/faqs.html>). Begin your paper with a brief introduction (10%) that defines and thoroughly describes (with APA-style citations) the prejudice attitude structure (ABCs), with particular attention to the distinction between conscious, explicit prejudice and unconscious, implicit prejudice.

The body of your paper (70%) should be *a detailed social psychological response*, with APA-citations as appropriate, to the following questions:

1. What were your IAT results? (Recall that associations may be described as "slight," "moderate," "strong," or "little or no preference.") How did you compare to other online test takers?

2. Do you believe your results were accurate? Why or why not?
3. What was your reaction when you learned your results?
4. Regardless of the IAT, do you think that you have hidden racial/gender biases? What is your evidence?
5. In your opinion, how common are hidden racial/gender biases, and how important are they compared with other racial/gender biases?

Finally, end your paper with a brief conclusion (10%) that discusses your reflections on subtle or automatic forms of prejudice and how such prejudice may influence interpersonal relations. Spelling, grammar, organization, and use of APA-style citations is worth 10%.

TERM PAPER: "MOVIE ANALYSIS"

- In addition to entertaining us, movies offer detailed portrayals of social behavior. Your task is to analyze from a social-psychological perspective the events depicted in one of the films listed below. You are not to critique the film in terms of its entertainment or artistic value. Rather, you should think carefully about the actions and events depicted in the movie. Then, apply what you have learned in this course about the factors that influence and explain social behavior. This project is comprehensive: I encourage you to bring to bear any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed.
- You should watch the film and then choose two scenes from the film that reflect a relevant social-psychological principle. You will likely have to watch all or the relevant scenes of the film at least twice. As you watch the film the second time, stop often and take specific notes about dialogues and interactions -- you must have concrete and specific examples to complete your paper.
- For each of the two scenes you choose, you must:
 1. Describe the scene. I have viewed the films, so be sure to give a clear and concise description of the events in the scene you've chosen.
 2. Describe in detail the social psychological concept you believe is implicated in or relevant to your scene. You must meticulously define and characterize the relevant concept. For example, if you are describing a scene bearing on cognitive dissonance theory, you'll need to explain the theory and its predictions in your own words. Or if you are describing a scene bearing on conformity, you'll need to define conformity and reasons for it. In other words, you must do a lot more than simply name the concept; you need to demonstrate complete understanding of the concept.
 3. Elaborate on how the scene illustrates the social psychological concept and any discrepancies between the scene and what the concept would predict. For example, if the scene bears on cognitive dissonance theory, you should state the dissonant cognitions and describe how the dissonance is resolved. Or if the scene bears on conformity, you should describe what kind of conformity is depicted and whether the pattern of conformity fits with research findings. You must do more than simply say "This scene illustrates conformity." You must be specific as to precisely how and in what ways the scene illustrates the concept.
- Choose one of the following films (Synopses from Hollywood.com):
 - **American History X** (1998), Rated R, 118 minutes. Directed by Tony Kaye. Starring Edward Norton (Derek Vinyard) and Edward Furlong (Danny Vinyard).
 - The story unfolds through the eyes of Danny Vinyard, who idolizes his older brother Derek. Seeking retribution for his father's murder and burning a way to vent his rage, Derek finds himself transformed by a philosophy of hate as he turns into a charismatic leader of a local White power movement. Despite his indisputable intelligence, his incendiary actions culminate in a brutal murder and ultimately, a prison sentence. Three years later, everyone awaits Derek's return: His mother Doris who prays for his safety; his girlfriend Stacey who longs for his return, and most of all Danny who's desperate for his brother's love and guidance, yet is driven by his own increasing

White supremacist hatred. Unbeknownst to Danny, Derek is a changed man. Fresh from prison, he no longer views hatred as a badge of honor. Ashamed of his past he is now in a race to save Danny and the Vinyard family from the violence he brought down upon them.

- **Pleasantville** (1998), Rated PG-13, 124 minutes. Directed by Gary Ross. Starring Tobey Maguire (David/Bud) and Reese Witherspoon (Jennifer/Mary Sue).
 - Pleasantville is a 1950s sitcom enjoying cult status on a contemporary cable channel. David loves it, but his sister Jennifer is too hip. When a mysterious TV repairman gives them a new remote control, the pair is transported into the world of Pleasantville like it or not. They find themselves trapped in an alternate reality where the town exists in black and white--in a white bread world without passion or violence. But the teenagers have also brought an unexpected--and double-edged--gift to Pleasantville: a sense of possibility that spreads like wildfire throughout the town. There can be no turning back once the citizens begin experiencing such strange wonders as sex, art, rain, and ideas. First it is a red rose, a blade of green grass, eyes turn hazel... flesh tones shock and anger with their beauty. Gradually, the infection spreads Pleasantville becomes divided--rife for the first time with stark differences as it attempts to grasp the kaleidoscopic new world before it.
- **Shawshank Redemption** (1994), Rated R, 142 minutes. Directed by Frank Darabont. Starring Tim Robbins (Andy Defresne) and Morgan Freeman ("Red" Redding).
 - Andy Dufresne, a mild mannered New England banker, is convicted of murdering his wife and her lover. Despised at first by the other inmates because of his introverted manner, Andy slowly forges an unlikely friendship with Red, a seasoned lifer and his gang. Soon, Andy also becomes popular with the prison guards, including the vicious Captain Hadley who offers him protection against the jail's rougher convicts in exchange for financial counseling. The prison warden also takes advantage of Andy's banking knowledge by exchanging privileges for creative bookkeeping. Over a twenty-year period, Andy is able to maintain his sanity and dignity in prison not by physical force but by mental force. His smarts and confidence keep him going and he is able to teach the other prisoners that hope is the ultimate means of survival.

➤ **Requirements:**

- At least one concrete and specific example for each of your two scenes to illustrate your arguments.
 - At least two references to your textbook and/or course notes for each of your two scenes.
 - A cover page with your name, the film you analyzed, the due date, and course name, and an APA-style reference list at the end of your paper.
 - A brief introduction outlining the goals of your paper, and a brief conclusion to tie matters together.
 - The text of the paper should be typed and double-spaced with 1-inch margins and 12-pt. font. Check your paper for sentence structure, clarity of arguments, grammar, spelling, and inclusion of appropriate references. Presentation and APA style will constitute 10% of your final grade.
 - Your paper should be thoughtful and organized and range from 4-6 pages (excluding cover and reference pages). Papers over 6 pages will not be accepted; your task is to present your ideas clearly and succinctly.
- To assist you in successfully completing this paper, there will be a writing workshop before the paper is due. You are required to bring a draft of your paper and any questions about the paper. If you do not bring a draft of your paper to the workshop, 10 points will be deducted from your paper grade so that the highest grade you could receive is a 90%, A-. During the workshop, you will get special assistance in writing the paper. Each student will carefully read another student's draft, and make editorial comments. I will be available to answer questions and make suggestions.
- You may also want to seek the assistance of tutors in the WSU Writing Center. These tutors are students who have been trained to assist students with all aspects of their writing (i.e., composition, grammar, structure), and ideas for English papers, research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Rather, tutors seek to help you become a better writer. You should be prepared with specific questions about the areas of your writing you want to improve. There is

no need for an appointment, and there is no cost for their assistance. The Writing Center is located in Student Services 261 (626-6463) and open Monday-Friday, 9 am-4 pm, Monday-Thursday, 6-9 pm, and Saturday 10 am-1 pm. Refer to <http://departments.weber.edu/writingcenter/Default.htm> for more information.

- Papers are due on **Friday, April 17th by NOON**. Late papers will be marked down by 10% per 24 hour period (including weekends). Papers will not be accepted after NOON on Friday, April 24th. To receive credit, late papers must be signed and dated by the Department Secretary, Aubrey Jenkins, in SS 370.
- **Grading:** Introduction = 5%, Scene 1 Analysis = 35%, Scene 2 Analysis = 35%, Conclusion = 5%, Presentation and APA Style = 10%, and a Draft for the writing workshop = 10%.

EXTRA CREDIT ACTIVITY: ILLUSTRATIONS JOURNAL

- Extra credit points will be counted toward your final grade only if you take each of the three exams and complete and submit two homework assignments.
- Extra-credit illustration journals are due **by Wednesday, April 8th by NOON**. Early journals will be accepted; late journals will *not* be accepted. Successful completion of this activity will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you *no extra-credit points*.
- Social psychology deals with a number of phenomena that often occur in your life and around you. The more you look for these phenomena the more you will recognize them and their effects on your life. Moreover, the more you identify them, the better your understanding of course concepts.
- The primary focus of your illustration journal is to identify and discuss examples of course concepts. Your task is to identify *10* illustrations of course material presented in the popular media and/or your personal experience. Illustrations can take the form of an account drawn from a newspaper, popular magazine, web site, academic journal, movie, TV program, play, novel, or your personal experience.
- In your journal, you must provide (1) the “illustration” (e.g., a detailed description of an event you personally experienced, an account drawn from a magazine or website), (2) a typed, detailed definition and description of the relevant course concept, and (3) a typed, detailed description of the connection between the course concept and the illustration.
- To avoid plagiarism and to receive credit for your journal, you must properly cite the sources of your *10* illustrations (see also Plagiarism and Cheating). Journals without appropriate citations will *not* receive credit.
 - If you include materials *verbatim*, or word-for-word, from your source (i.e., you cut and paste information from a website, you copy a quote from a magazine article), you must put that material in quotes and put the reference at the end (e.g., the URL web address, the name of the magazine and date of publication).
 - If you paraphrase material from your source (i.e., you rewrite another writer’s ideas in your *own words* and in your *own sentence structure*), simply type the reference at the bottom.
 - When you elaborate how your illustration defines or explains the relevant course concept, you must also include a reference to your textbook (Myers, 2007) and/or lecture notes (Shaw, 2007).
- Illustrations journals may be organized into a folder or 3-ring notebook or they may simply be stapled together. Be creative and have fun finding illustrations of social psychology in “real-life”!

VISTA ENHANCEMENT

- This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the “My WSU Online” tab, click on “PSYC 3460”. Once you are on the course homepage, click on “Start Here”, to ensure that your computer has the proper “Software Downloads”, to view the e-copy of the syllabus, and to review “How to Contact Your Professor”.

- What is available on the course website? You will be able to access the course syllabus with course schedule, PowerPoint presentations and handouts to aid in note taking, exam review guides, writing resources, website links relevant to course material, and the website that accompanies your textbook. Also, you will be able to stay up-to-date with course announcements (“*Announcements*”) and your course grades (“*My Grades*”).
- The material available online is provided as a courtesy to facilitate note taking and comprehension of course material – it is *NOT* a substitute for attending class. You will be provided with important information in class that is *not* sufficiently elaborated in the Power Points, is *not* provided in your text, and is critical to your success in this class. I *strongly advise* you to bring to class the relevant handouts so that you may elaborate them with in-class information.
- For assistance with Vista related issues, email wsonline@weber.edu or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For assistance with usernames and/or passwords, call (626-7777) or email (csupport@weber.edu) the Help Desk.

ATTENDANCE

I do not take daily attendance; you are responsible to decide the level at which you will be engaged in this course. In my experience, attendance is positively related to course success.

EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, conference) 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

The last day to withdraw from any individual class and to completely withdraw for the semester is Friday, March 6th (see Catalog for details and instructions).

CLASS CONDUCT AND COURTESY

- Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation. If you anticipate being regularly late for or leaving early from class, please explain to me why and plan to sit in an area of the classroom that will lead to the least amount of class disruption when you arrive or leave.
- Please refrain from engaging in disruptive behavior (e.g., lecture-irrelevant conversations with peers) during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean’s office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of “E”.
- You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom. Audio recorders are permitted in lecture.
- No adult or child visitors are allowed in class without prior permission.
- Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

REASONABLE ACCOMMODATION

In accordance with the Americans with Disabilities Act [ADA], any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 of the Student Service Center (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability

and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.

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), even in oral presentations, 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:

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your paper, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Sociology and social psychology are distinct disciplines. Sociologists “study groups, from small to very large” (Myers, 2005, p. 6). Social psychologists, by contrast, “study average individuals – how one person at a time thinks about others, is influenced by them, relates to them” (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating 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. It may further result in failure of the course and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code.

COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
1	1/5	Course Introduction		
	1/7	Introducing Social Psychology	CH 1	
	1/9	Introducing Social Psychology		
2	1/12	The Self in a Social World	CH 2	
	1/14	The Self in a Social World		
	1/16	The Self in a Social World		
3	1/19	NO CLASS: Martin Luther King Holiday		
	1/21	The Self in a Social World		
	1/23	Social Beliefs and Judgments	CH 3	
4	1/26	Social Beliefs and Judgments		
	1/28	Social Beliefs and Judgments		
	1/30	Behavior and Attitudes	CH 4	<i>HW #1 DUE</i>
5	2/2	Behavior and Attitudes		
	2/4	Behavior and Attitudes		
	2/6	Catch-Up and Review		
	2/6-10	EXAM 1 (CH 1, 2, 3, 4)		
6	2/9	NO CLASS: Exam 1		
	2/11	Conformity and Obedience	CH 6	
	2/13	Conformity and Obedience		
7	2/16	NO CLASS: President's Day Holiday		
	2/18	Conformity and Obedience		
	2/20	Conformity and Obedience		
8	2/23	Persuasion	CH 7	
	2/25	Persuasion		
	2/27	Persuasion		
9	3/2	Group Influence	CH 8	<i>HW #2 DUE</i>
	3/4	Group Influence		
	3/6	NO CLASS		
	3/9-13	No Class: Spring Break		
10	3/16	Group Influence		
	3/18	Catch-Up and Review		
	3/20	NO CLASS: Exam 2		
	3/18-21	EXAM 2 (CH 6, 7, 8)		
11	3/23	Prejudice	CH 9	
	3/25	Prejudice		
	3/27	Prejudice		
12	3/30	Prejudice		
	4/1	Aggression	CH 10	<i>HW #3 DUE</i>
	4/3	NO CLASS: Work on Term Papers		
13	4/6	Aggression		
	4/8	Aggression		<i>Extra Credit Due by NOON</i>
	4/10	Writing Workshop		<i>Bring Draft of Term Paper!</i>
14	4/13	Attraction	CH 11	
	4/15	Attraction		
	4/17	Attraction		<i>TERM PAPER Due by NOON</i>
15	4/20	Helping	CH 12	
	4/22	Helping		
	4/24	Catch-Up and Review		
	4/24-28	EXAM 3 (CH 9, 10, 11, 12)		

NOTE: Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material covered on an exam may change. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online "count" as much as policies outlined in the written syllabus.