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 may consist of a combination of multiple choice, true or false, short answer or/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, 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. 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 3 days for each exam, including the final exam, and you are responsible for knowing the testing center hours. They will NOT let you arrive or stay late to take an exam. Please schedule your time wisely! **Also, you may 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! 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 exams will be taken in a Weber State University Testing Center. Testing Center hours are provided below. The Social Science Testing Center is located in the Social Science Building room 38. Be sure to bring an ID and a #2 pencil to each test. Test proctors will not let you take an exam without an ID. Exams will make up 60% 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)

**Pop Quizzes:** Eleven 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, or 1 essay question and will be worth 10 points each and will be worth 6% 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. **NO MAKE-UP QUIZZES ARE ALLOWED.**

**Class and Home Exercises/Assignments:** A number of 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 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 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 make up or late exercises may be turned in, however, the lowest 3 exercises will be dropped.** These exercises will make up 10% of your class grade.

**Journal Entries**
Social Psychology may be defined as “the scientific study of how individuals think, feel, and behave in regard to the actual, implied or imagined presence of other people and how individual thoughts, feelings, and behaviors are affected by other people.”

The purpose of this assignment is to challenge yourself to begin to think like a psychologist, to look at the world around you and ask yourself how psychological analyses have the potential to help you better understand what you observe. This assignment is also meant to
help improve your writing skills by practicing writing clearly, by giving feedback to your peers’ writing and correcting your own writing.

Your assignment is to write 2 journal entries and to peer review 4 of your peer’s journal entries. In your journal entries, you are to include 3 paragraphs. In paragraph 1) describe a personal experience exemplifying a concept, theory, or principle of your choosing covered in your text or in class lecture, in paragraph 2) using your own words, give a brief explanation of the concept, principle, or theory exemplified in the first paragraph that is discussed in your text or in lecture (But be sure to cite appropriate references), in the last paragraph 3) you need to explain how the concept, principle or theory described in the second paragraph fits the personal experience described in the first paragraph. You will be assigned to groups and will be assigned the due dates for your journal entries based on the group that you belong to. You will also be assigned the journal entry that you will be responsible for reviewing.

Examples of what you might want to write about include: 1) you might observe your self or a friend behaving inconsistently with their own attitudes and so you would need to define cognitive dissonance and address how your example exemplifies cognitive dissonance and how the theory would suggest this inconsistency would be resolved 2) you may note a commercial and notice the technique they are using to try to persuade you to purchase the item being advertised and so you relate the method and/or technique of persuasion that is being used and you discuss how persuasive you research shows it should be. These are only a few examples of what you might include in your journal. You also might want to read the table of contents or skim through the chapter reviews of your textbook to give you a better sense of the kinds of issues that psychologists study and that you might look for as you decide what to write in your two journal entries.

You will be required to turn in your journal entries in 2 locations in WebCT. First, you will turn in your journal entry through the Assignment portal in Word format to me. Second, you will turn in your journal entry in the appropriate Blog portal. Journal entries will be due on specified Tuesdays and no late journal entries will be allowed and must be turned in by 5 p.m. of due date. I will then grade your journal entries and give you your grade individually. By Saturday, your assigned peer reviewers will need to have peer reviewed your entry. Peer reviews will be public. Peer reviewers will not be able to see other student’s peer review until they have submitted their own peer reviews. I will then grade and comment on all peer reviews of the journal entries. Each journal entry is worth 4% of your total grade and you must complete 2 journal entries and each peer review will be worth 1% of your total grade and you must complete 4 peer reviews. No late peer reviews will be allowed and must be turned in by 5 p.m. of due date. In its totality, this assignment is worth 12% of your final grade.

Journal Entries will be graded based on 1) how well you describe your topic example. Do you provide enough detail so that we can understand what you are talking about? 2) Do you describe the psychological concept, theory or principle accurately, in enough detail and in your own words? 3) Do you integrate 1 & 2 well? Is your example truly an example of the concept, principal or theory described 4) your writing ability in conveying your thoughts …grammar, spelling, typographical errors, clarity, and comprehensiveness of your writing 5) proper use of citations using APA Style Manual (6th edition).

Peer reviews will be graded on the extent that peer reviews match my own comments and perceived effort. If a peer reviewer notices something that I did not, extra points will be allocated for astute observation.

After receiving my feedback and peer reviewer’s feedback, students will be allowed to correct their journal entry accordingly, if they so choose. If a student chooses to correct their journal entry, they must turn it in within a week of having received their peer reviews. Students may receive additional credit if the improvements in the journal entry warrant it.

Journal Entries will be graded as follows
1) Description of topic example in enough detail so that we can understand what you are talking about ______ 5 pts
2) Description of psychological principle in enough detail ______ 5 pts
3) Integration of 1 & 2 ______ 5 pts
4) Writing Clarity ______ 5 pts
5) APA Style ______ 5 pts

Peer Reviews will be graded based on their comments of Paragraphs 1, 2, 3 for a total of 15 points.

Final Paper
The purpose of this paper is to introduce you to the scientific method and scientific writing in Psychology. As a class, we will design and conduct a “mini social psychological study”. Throughout different parts of the semester we will complete and discuss some of the requirements for this project including, discussion of theoretical questions, hypotheses, operational definitions, data collection, article summaries, data analyses, and more. The final component will be to write what we have done in a formal APA style paper. There will be opportunities for drafts and feedback on portions of your writing throughout the course. The final paper will be due April 13th during the first 5 minutes of class and will make up 12% of your final grade. Part of your final paper grade will be based on your participation on Data Collection day, your work on Hypotheses Development and 3 Article Summaries (See class calendar for due dates) that you will need to turn in.

You will be graded as follows:

**Format and references (10 points)**
_____ (4 pts) Is the paper in APA-style?
_____ (2 pts) Are there at least 3-5 references?
_____ (2 pts) Are the references properly cited?
_____ (2 pts) Are all references cited in the text found in the reference section and vice versa?

**Introduction (20 points)**
_____ (5 pts) Is there a brief introduction to the general topic?
_____ (5 pts) Is there a clear summary of previous research?
_____ (5 pts) Is the theoretical question clearly stated?
_____ (5 pts) Are the hypotheses clearly stated and testable?

**Method (20 points)**
_____ (3 pts) Is it in past tense?
_____ (5 pts) Who were your participants?
_____ (6 pts) Could someone reading your method section replicate your study exactly?
_____ (6 pts) Are your operational definitions clearly defined?

**Results (25 points)**
_____ (5 pts) Are the hypotheses reviewed conceptually?
_____ (5 pts) What statistical analyses were conducted?
_____ (5 pts) Are statistical analyses reported & described accurately?
_____ (5 pts) What are the main results of the study?

**Discussion (20 points)**
_____ (5 pts) What do the main results mean in terms of your hypotheses?
_____ (5 pts) What are the implications of these results have for other areas of future research?
_____ (5 pts) Why are these results important?
_____ (5 pts) What are limitations of your study?
Composition (10 points)

____ (3 pts) Is the paper well-written?
____ (2 pts) Are there spelling/grammar mistakes?
____ (2 pts) Are there awkward sentences?
____ (3 pts) Is the paper easily understandable?

_____ pts/ 100 point for Written Paper
_____ pts/ 10 points for Data Collection
_____ pts/ 10 points for Hypothesis Development
_____ pts/ 30 points for 3 Article Summaries (10 pts each)
_____ pts/ 150 points of Total Possible Points

Article Reviews
You will need to complete 3 article reviews for 10 points each. For the Article reviews, you will need to answer the following 5 questions:

1) What was the research about?
2) Why did the author(s) do it?
3) How did they conduct the research?
4) What kind of research did they conduct? Briefly explain how you can tell it is that type of research?
5) What did they find?

Study Activities and Materials:
In order to help you understand the material better and to prepare you for exams there will be various study aides available to you. There will be 4 multiple choice review aids that cover material for each exam. These review aids will be available through WebCT. These review aids consist of 50 multiple choice questions that will resemble exam questions. Other study materials available will be flash cards, etc. None of these study aids will be required or graded. You will be allowed to do any of these activities as many times as you like. They are meant to help you practice and learn the material in various formats.

Extra Credit Options:
You have the option participating in research for extra credit. Extra credit must be turned in by April, 14th.

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 additional handout for more specific information as to how to do this. All research participation must be completed by April, 14th. 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. 60% of your grade  
Class/Home Exercises 25 pts. ea. 10% of your grade  
Pop Quizzes 100 pts project 10% of your grade  
Journal Entries & Review 25 pts. ea./15 pts. ea. 12% of your grade  
Final Paper 150 total points 12% of your grade

100 points for paper  
10 points for Data collection  
10 points for Hypotheses Development  
30 points for Article Summaries

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<th>Final Grade</th>
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<td>A 94-100%</td>
<td>C- 70-73%</td>
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<td>A- 90-93%</td>
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<td>B+ 84-89%</td>
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<td>B- 80-83%</td>
<td>E 0-59%</td>
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<td>C+ 74-79%</td>
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**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+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams 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, quiz, or homework back, 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 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 almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc.

**Class Attendance:** Please note that attendance will 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 everyday. 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 questions.

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 and possibly a hearing before the Dean of Students; 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. If there are any problems, questions, suggestions or concerns about it, please bring them up now! 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 other circumstance that I need to be aware of or if you have a special request due to some 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.
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<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>Jan. 5</td>
<td><em>Introduction</em></td>
<td>Chapter 1</td>
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<td>Jan. 7</td>
<td><em>Introduction</em></td>
<td>Chapter 1</td>
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<tr>
<td>Jan. 12</td>
<td><em>Research in Social Psychology</em></td>
<td>Chapter 1</td>
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<td>Jan. 14</td>
<td><em>Research Cont... Article Summary #1 Due</em></td>
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<td>Jan. 19</td>
<td><em>Data Collection Article Summary #2 Due</em></td>
<td>Chapter 1</td>
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<td>Jan. 21</td>
<td><em>Social Beliefs Article Summary #3 Due</em></td>
<td>Chapter 3</td>
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<tr>
<td>Jan. 26</td>
<td><em>Social Beliefs</em></td>
<td>Chapter 3</td>
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<td>Jan. 28</td>
<td><em>Exam 1, NO CLASSES</em></td>
<td>Jan. 28 - 30</td>
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<tr>
<td>Feb. 2</td>
<td><em>Discussion of Data Collection</em></td>
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<td>Feb. 4</td>
<td><em>Attitudes</em></td>
<td>Chapter 4</td>
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<td>Feb. 9</td>
<td><em>Attitudes</em></td>
<td>Chapter 4</td>
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<tr>
<td>Feb. 11</td>
<td><em>Group 1 - Journal Entry Due</em></td>
<td>Chapter 7</td>
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<tr>
<td>Feb. 13</td>
<td><em>Persuasion</em></td>
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<td>Feb. 16</td>
<td><em>Peer Review of Group 1 Due</em></td>
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<td>Feb. 18</td>
<td><em>Conformity &amp; Obedience</em></td>
<td>Chapter 6</td>
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<td>Feb. 20</td>
<td><em>Peer Review of Group 2 Due</em></td>
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<tr>
<td>Feb. 23</td>
<td><em>Conformity &amp; Obedience</em></td>
<td>Chapter 6</td>
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<tr>
<td>Feb. 25</td>
<td><em>Group 3 - Journal Entry Due</em></td>
<td>Feb. 25 - 27</td>
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<td>Feb. 27</td>
<td><em>Peer Review of Group 3 Due</em></td>
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<td>Mar. 2</td>
<td><em>Prejudice, Stereotyping, and Discrimination</em></td>
<td>Chapter 9</td>
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<td>Mar. 4</td>
<td><em>Group 4 - Journal Entry Due</em></td>
<td>Chapter 9</td>
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<td>Mar. 6</td>
<td><em>Peer Review of Group 4 Due</em></td>
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<td>Mar. 9</td>
<td><em>Prejudice, Stereotyping, and Discrimination</em></td>
<td>Chapter 9</td>
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<td>Mar. 11</td>
<td><em>Aggression</em></td>
<td>Chapter 10</td>
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<tr>
<td>Mar. 13</td>
<td><em>Peer Review of Group 1 Due</em></td>
<td>Chapter 10</td>
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<tr>
<td>Mar. 15 - 19</td>
<td><em>Spring Break, NO CLASSES</em></td>
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<td>Mar. 23</td>
<td><em>Aggression</em></td>
<td>Chapter 10</td>
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<tr>
<td>Mar. 25</td>
<td><em>Group 2 - Journal Entry 2 Due</em></td>
<td>Chapter 11</td>
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<tr>
<td>Mar. 27</td>
<td><em>Peer Review of Group 2 Due</em></td>
<td>Chapter 11</td>
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<td>Mar. 30</td>
<td><em>Attraction</em></td>
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<td>Apr. 1</td>
<td><em>Exam 3, NO CLASSES</em></td>
<td>Apr. 1 - 3</td>
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<td>Apr. 3</td>
<td><em>Peer Review of Group 3 Due</em></td>
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<td>Apr. 6</td>
<td>Helping</td>
<td>Chapter 12</td>
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<td><em>Group 4 - Journal Entry 2 Due</em></td>
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<td>Apr. 8</td>
<td>Helping</td>
<td>Chapter 12</td>
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<td>Apr. 10</td>
<td>Peer Review of Group 4 Due</td>
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<td><strong>Apr. 13</strong></td>
<td>Group Behavior</td>
<td>Chapter 8</td>
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<td><em>Final Paper Due</em></td>
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<td>Apr. 15</td>
<td>Group Behavior</td>
<td>Chapter 8</td>
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<td>Exam 4</td>
<td>Apr. 16-19</td>
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<tr>
<td><strong>Apr. 20-22</strong></td>
<td>Comprehensive Exam</td>
<td>Apr. 20-22</td>
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**NOTE:** This schedule is likely to 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 tests 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. In order, to be prepared for them, you must begin studying immediately. 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 sympathetic system vs. the parasympathetic system?” vs. “I don’t get Chapter 3.”). 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 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 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 WebCT.

- **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.

- **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.

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<th>Exam #1</th>
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<td>Exam #3</td>
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<td>Exam #4</td>
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* Note remember to drop lowest exam.

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<td>Pop Quiz #12</td>
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*Note remember to drop your lowest 3 scores.
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
Class Participation
*Note remember to drop your lowest 3 scores.

Journal Entry #1
Journal Entry #2
Peer Review #1
Peer Review #2
Peer Review #3
Peer Review #4

Final Paper
_____ Data Collection
_____ Hypothesis Development
_____ Article Summary #1
_____ Article Summary #2
_____ Article Summary #3
Syllabus Addendum: H1N1 Flu & Other Emergencies Readiness and Response

Based on recommendations from the Centers for Disease Control (www.flu.gov), local health authorities, and WSU administration, I want to inform you of the following guidelines for our classroom readiness and response to the H1N1 flu this academic year.

Seasonal flu symptoms include fever, coughing and/or sore throat, runny or stuffy nose, headaches and/or body aches, chills, and fatigue. H1N1 flu symptoms are the same as the seasonal flu, but they may be more severe and include vomiting and/or diarrhea. If you have flu-like symptoms, you should self-isolate, or stay away from classes and stay home until you have been free of fever (>100° F) or signs of fever for at least 24 hours, without the use of fever-reducing medication. During this period and even if you are taking antiviral drugs for the treatment of the flu, avoid close contact with others, especially those who might easily get the flu (e.g., people age 65 and older, people of any age with chronic medical conditions, pregnant women, young children and infants).

I will no longer require a doctor’s note for you to validate your illness in order to waive late penalties on assignments or exams. I am waiving this requirement because doctor’s offices and medical facilities may be extremely busy and may not be able to provide such documentation in a timely way and because such visits may only further spread the illness.

That said, I expect you as a responsible member of this learning community to notify me by email (agarza@weber.edu) or phone (801-626-6247, leave a message with the department secretary) if you become ill and will be self-isolating and missing class for a period of time. I expect you to be mindful of course deadlines and to suggest a plan for completing your assignments in a timely fashion. I will do my best to accommodate absences in a fair, flexible, and reasonable manner while being mindful of course goals. I will not be so accommodating for students who are absent for a period of time from class without contacting me and then claiming to have been ill. It is your responsibility as a student in my class to communicate about your well-being as it impacts your course performance.

If I become ill and have to miss class or there is some other school/city wise emergency, you should expect to be notified in your course at http://online.weber.edu of alterations in course content, delivery of course content, and/or course structure.

Take care of yourself! Clean your hands with soap and water or an alcohol-based hand rub often, especially after using tissues or coughing/sneezing into your hands. Cover your coughs and sneezes, preferably by coughing or sneezing into your elbow rather than your hands. Get plenty of rest. And finally, get medical attention right away if you: 1) have difficulty breathing or chest pain, 2) have purple or blue discoloration of your lips, 3) are vomiting and unable to keep liquids down, or 4) show signs of dehydration, such as feeling dizzy when standing or being unable to urinate.
Please initial, sign, & turn in to professor in order to receive credit and remain in this class.

_______ I understand that Make Up Exams are not allowed.
_______ I understand that NO LATE journal entries or peer reviews will be allowed.
_______ I understand that there is only 1 choice for extra credit and that extra credit must be completed by April 14th.
_______ I understand that my lowest three class participations will be dropped.
_______ I understand that my lowest three quiz grades will be dropped.
_______ I understand that my final paper MUST be turned in on time and that NO LATE papers will be accepted.
_______ I understand that grade appeals on exams must be done on paper as instructed on the syllabus.
_______ I understand that I excessive tardiness, early departures, inappropriate behavior, disruption by electronic gadgetry could result in being asked to leave the classroom on that day or could result in a grade that is one letter grade lower than is indicated by my total point accumulation in the class.
_______ I understand that if I demonstrate any sort of academic dishonesty in any coursework, quiz, assignment, paper or exam in this class, I may receive a 0 in the class.
_______ I understand that any request or notification must be done on the form provided with this syllabus.
_______ I understand and agree to behave and treat my fellow classmates and professor with respect.
_______ I understand that announcements made in class “count” just as much as policies outlined in the written syllabus.
_______ I understand that if at any time I am in disagreement and unwilling to abide by the policies outlined in the written syllabus, I have the right to drop this class.
_______ I understand that I must check my e-mail and WebCT regularly to receive announcements about possible changes to course delivery due to professor illness or city/school emergency.
_______ I understand that the professor will not round up final grades unless ALL assignments have been completed in a timely manner and 80% of study aids have been completed.

My signature indicates that I understand the PSYC 3460 syllabus and have agreed to become a member of this learning community as described in the requirements for Social Psychology for Spring 2010.

_________________________________________________  __________________
(NAME)     (DATE)