

**SOCIAL PSYCHOLOGY**  
**Weber State University**  
**Psychology 3460, Spring 2013**  
**Class Times:**

**Mondays, Wednesdays, & Fridays 10:30 – 11:20 a.m. in SS 349**

- Professor:** Dr. Azenett A. Garza
- Office & Office Hours:** SS 328D  
 By appointment mainly, but will be around Mondays 11:30 – 12:20 p.m. & Thursdays 9:00 a.m. – 10:00 a.m.
- Contact Information:** e-mail: [agarza@weber.edu](mailto:agarza@weber.edu) or through CANVAS mail tool (These are by far the best ways to reach me).  
 Office #: (801) 626-6249
- Course Website:** CANVAS – may access through student portal (<http://weber.edu>) or <http://canvas.weber.edu> or <http://weber.instructure.com> and will need Wildcat username and password to access. From the “Courses” tab, click on “PSYC 3460”. This syllabus, powerpoint handouts, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS.  
 Go to <http://guides.instructure.com/m/4212> for more information about CANVAS.
- Text:** -*Social Psychology, 8th edition.* by Saul M. Kassin, Steven Fein, & Hazel Rose Markus, Wadsworth, Cengage Learning.
- You will need to purchase a textbook from the bookstore, a new book costs \$229.70, a used book costs \$155.25

**OR**

Directly from the publisher’s at [cengagebrain.com](http://cengagebrain.com), you may purchase a hard cover book for \$197.99, loose-leaf text for \$113.49 or an e-book version for 6 months for \$86.49 or \$12.50 per chapter.

- Text Free Companion Site:** A free companion website is available to help you study the course material. The website contains flash cards, crossword puzzles, multiple choice quizzes, T/F quizzes, and a final quiz and it can be found at [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495812401&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495812401&token=) \* if using this product please use your Weber State e-mail.

**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:

- vocabulary and concepts involved in describing and explaining social psychological phenomena;
- basic methods used by social psychologists to investigate social human behavior scientifically;
- principles, theories, and other empirical generalizations which have emerged from social psychological studies;
- career options available in Social Psychology;
- key psychological values (e.g., skepticism, intellectual curiosity, respect for evidence and human diversity), the limits of psychological knowledge and skills, and the necessity of ethical behavior in all aspects of the science and practice of psychology;

Will acquire skills necessary to:

- integrate theories and research with real-life applications so as to make the study of social psychology both interesting and meaningful to you;
- appreciate that all behavior is the result of a complex interaction between multiple factors;
- learn how to interpret social psychological knowledge to be able to apply it to daily life, everyday problems, and social issues.

## Evaluation of Course Work

**Exams:** There will be a total of six exams, five midterm exams, and one final exam. Each exam will consist of 50-100 multiple choice questions. All exams will be taken using **Chi Tester**, which is a computerized testing program. You may take the exams from any WSU testing center during the exam period. You will have 4 days to take each exam.

Please note that you should save your answers frequently before continuing to the next question. If you don't, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (book, notes, other people, etc.). All testing centers demand that you show up **NO LATER** than **ONE HOUR** before closing time. That means you should plan enough time for you to travel to the testing center and arrive no later than one hour before closing time to be able to take the exams. Otherwise, you have unlimited time to take the exams. So, if you feel you need more than one hour to take the exam be sure to give yourself enough time to arrive to the testing center and enough time to be able to take the exam at your pace. It is highly recommended that you **DO NOT** wait until the last minute or day possible to take the exams. It is highly probable that you will experience some sort of difficulty at that time and no ability to resolve it in time for you to take the exams.

Each exam will consist of 25-40 multiple choice questions **PER** chapter. Each exam will be worth 100 points and make up **70%** of your final grade. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a 0. You are responsible for knowing the test deadlines.** 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.** You may, however, replace your missing or lowest exam score by taking the final exam. The Final exam is not mandatory but optional and should be taken with one of two purposes **ONLY**. First, if you miss an exam, you may take the final exam to replace your missing 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! Second and alternatively, if you receive a rather low score on one of the first 5 exams, you may take the final exam in the hopes that you will score higher on it and your final exam score can replace your lowest score. The final exam will only replace a previous exam if you score higher on it, otherwise, you will keep your original score.

The final exam will be comprehensive (that means it will cover material from the entire course). If, however, you take the first **FIVE** exams (meaning, you don't miss any of them), I will drop your lowest grade. Exam questions will be taken from your textbook and class materials. Hours for the Social Science Testing Center are provided below but you could also take it from any other WSU testing center. The Social Science Testing Center is located in the Social Science Building room 36, phone # 626-6847. Be

sure to bring your ID to the Testing Center or you will not be allowed to take the exam. After the exam period is over, you may review the exam on chi tester to see which questions you missed.

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

Friday 7:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Saturday 9:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

**Homework Assignments:** There will be 5 homework assignments that you will need to complete. These assignments will be available in CANVAS for you to print and work on but will be turned in on **ChiTester** (chitester.weber.edu- you will need your Wildcat id and password). You will be able to submit your homework from ANY computer at home or school. Homework assignments will consist of 50-100 multiple choice questions about 25-30 questions per chapter. **Each homework assignment will be worth 100 points and will be worth 15% toward your final grade.** Each homework assignment is to be done individually unless otherwise specified. You may use your text, class notes, and text web resources to complete your homework. You should print out the homework assignment to have while you are reading and reviewing your text. Once you have figured out the answers, you can then submit your responses on ChiTester. Homework assignments are **due on the specified date in the course outline below.** Homework assignments are **due no later than 11:55 p.m.** on the due date. Please do not wait until 11 p.m. to start working on the homework. Technical and web site difficulties occur often and you must begin the assignment early so that those problems can be avoided. You may turn in your homework assignments at any point in the semester up to the due date. Plan to turn your assignment in by the day prior to the due date, just in case you have any problems with computer connections. I cannot emphasize enough the importance of planning to turn in your assignment at LEAST one day prior to the due date!!! **Your lowest homework assignment will be dropped.** Homework assignments will be meant to aid in your further understanding of concepts and issues learned in class and readings and to prepare you for exams.

**Canvas:** In Canvas, you will find power points for each of the chapters to be covered.

For help with browser configuration issues or username/password issues, call 801-626-7777 or send an email to [csupport@weber.edu](mailto:csupport@weber.edu) (please include your Wildcat Username, your contact information, the course, and CRN). Toll free number for distance students: 1-800-848-7770, select option 2, request extension 7777 from the operator.

For help with Canvas navigation, Canvas tools, course enrollment issues, or eTutoring, call 626-6499 or send an email to [wsonline@weber.edu](mailto:wsonline@weber.edu) (please include your Wildcat Username, your contact information, the course, and CRN). This phone is staffed Monday-Thursday from 8:00am to 5:00pm, Friday from 8:00am to 4:30pm.

**ChiTester:** Use your WildCat username and password to log in. If you need help with your Wildcat username or password or experience any difficulties, call 801-626-7777.

**Assorted Work & Assignments:**

Various class exercises, writing assignments, pop quizzes, etc. will be provided during class time. This is a catch all category. These assorted assignments may involve group work and cooperation. In other instances, they may require individual work. These assorted assignments are meant to help you understand class material better or to make sure you have understood class material. 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 by watching or reading 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 **5% of your class grade and points will vary for each.**

**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 eight peer reviewed journal articles**, four representing each view. You may use additional information from different types of resources in addition to the peer reviewed journal articles. 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 may 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 **April 15<sup>th</sup> at 10:30 a.m.** Presentations will be 25 - 35 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 20 minutes or longer than 38 minutes. Each member of the group will receive the same grade as all other members of the group (unless one group member is reported by self and group members to have contributed significantly less to the project or is absent on day of presentation).

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?
- 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 non documented immigrants be granted permanent residency?

**Extra Credit:**

There are three options for extra credit that must be completed by **April 15<sup>th</sup> at midnight.**  
**ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ACCEPTED.**

- 1) **Research Participation:** An important part of taking a social psychology class is to understand and experience how knowledge in psychology is acquired. Therefore, **you may earn up to 2% added to your final grade** based on the amount of research participation you accrue. You may complete up to 8 research credits to receive full credit (2%). Every 15 minutes of participation is

worth 1 research credit. Please see

<http://www.weber.edu/wsuiimages/psychology/StudentResearchReq2010.pdf> for specific information as to how to do this. You will be informed through CANVAS or in class of some research opportunities that are available. Research opportunities will be posted caddy corner of the Psychology department (SS 370) and right next to the big Psychology Department Bulletin or at <http://www.weber.edu/psychology/ResearchBoard.html> - here you will find a list of studies that are available for you to participate in and will be updated throughout the semester.

- a. 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.
- 2) **Completion of on-line multiple-choice and final quizzes for chapters covered in class available on free textbook website** provided below. Each chapter that is completed will earn you an extra 1 % toward your final grade, for up to 8 chapter quizzes, for a total of 2% points added to your final grade. You will need to either print the quizzes that you take with your answers (for this you will need to select that all answers are shown at once) OR you should request that your score be e-mailed to me at the end of each quiz to [agarza@weber.edu](mailto:agarza@weber.edu).
  - a. [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495812401&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495812401&token=)
- 3) **Small one-page paper with research article attached.** If in the course of the semester, you ask a question to which I have no clear answer to and you are truly interested in finding an answer to your question; you may try to find an answer to your question by searching the article database called **psycINFO** which searches for peer reviewed articles. . You must be on campus or have remote access to library resources to access article databases such as PsycINFO. Go to the Weber Portal, then LIBRARY, then ARTICLE DATABASES, then PSYCHOLOGY, then PsycINFO. There you can search for relevant articles. You will need to turn in a typed double-spaced paper with your question written in bold in the top and then your answer not bolded after the question based on an article that you found. The article MUST be peer-reviewed and you will need to include it with your submission. Each entry will be worth 1% added to your final grade and you may turn in a maximum of 2 question **entries for a total of 2% added to your final grade.**
- 4) Some combination of the three options listed above but for a total of no more than 2% added to your final grade.

#### **What is the workload expectation for this course?**

In this course, in addition to the 42 hours spent in class or taking exams, you should spend up to 84 hours doing "homework," to include reading the text and documents, writing your assignments, and studying for exams. That equals 126 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 6 hours per week.

**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**

4/5 Exams	100 pts. ea.	70% of your grade
Homework	100 pts. ea.	15% of your grade
Assorted Work & Assignments	pts will vary	5% of your grade
Final Presentation	100 pts	10% of your grade

<u>Final Grade</u>		<u>Final Grade</u>	
A	94-100%	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	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 the extra grade opportunities are available, 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. *Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.*

**Grade Appeals:** You are welcome to review each exam for 2 weeks after its deadline. Each exam will be available on ChiTester for review from any computer. If, after completing an exam or homework, 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 taking 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) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) 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. **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.

**Name changes:** If your name has recently changed or will be changing during the semester, please notify me **immediately**. This will help avoid confusion that arises by having different names in the class roll vs. CANVAS.

**E-mail communication:** When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me (whether it is online or face to face) and what your question or concern is in the text of the e-mail. Don’t assume that I know who you are and/or I know/understand what you are e-mailing me about. Please provide a context for your question as well. **Before e-mailing me, be sure that your question is not answered in the syllabus first.** When e-mailing me about a homework or exam question be sure to include the entire question and all response options, this will help in me providing a quicker reply even if I don’t have access to the homework or exam at the time I receive your e-mail.

**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. 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:

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**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 of students’ 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 “E”.

Electronic Gadgets. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any student 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, ipods, 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

- 1) turn in the work of another person as your own;

- 2) “cut & paste” material into your paper/talk, 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. 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. 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). Refer to [http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html) for the WSU Student Code.

#### Help with Writing:

"In addition to seeking my assistance with your writing, the WSU Writing Center is a place for you to seek assistance in becoming a better, and more confident, writer. Tutors working in the Writing Center are students who have been trained to assist students with all aspects of their writing, including composition, grammar, structure, and ideas for English papers, scientific research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Instead, tutors seek to help you become a better writer. Therefore, you should be prepared with specific questions about

the areas of your writing that you want to improve. There is no need to make an appointment for the Writing Center and there is no cost for the assistance provided. The Writing Center is located in Room 261 of the Student Services Building (phone # 626-6463). Writing Center hours are Monday-Friday, 9:00 am - 4:00 pm, Monday-Thursday, 6:00 - 9:00 pm, and Saturday 10:00 am - 1:00 pm. For more information, please refer to the following web site: <http://departments.weber.edu/writingcenter/Default.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.

## COURSE CALENDAR

Jan. 7 (M)	<i>Syllabus</i>	
Jan. 9 (W)	<i>What is Social Psychology?</i>	Chapter 1
Jan. 11 (F)	<i>What is Social Psychology?</i>	Chapter 1
Jan. 14 (M)	<i>Doing Social Psychology Research</i>	Chapter 2
Jan. 16 (W)	<i>Doing Social Psychology Research</i>	Chapter 2
Jan. 18 (F)	<b><i>Final Project Workshop</i></b>	
Jan. 21 (M)	<b><i>Martin Luther King, Jr. Day – No School</i></b>	
Jan. 23 (W)	<i>Doing Social Psychology Research</i>	Chapter 2
Jan. 25 (F)	<i>Doing Social Psychology Research</i>	Chapter 2 <b>Syllabus Quiz due</b> <b>Homework 1 due by 11:55 p.m.</b>
Jan. 28 (M)	<b><i>Exam 1 – No Class</i></b>	<b>Exam available 1/25-1/29</b>
Jan. 30 (W)	<i>Perceiving Persons</i>	Chapter 4
Feb. 1 (F)	<i>Perceiving Persons</i>	Chapter 4
Feb. 4 (M)	<i>Perceiving Persons</i>	Chapter 4
Feb. 6 (W)	<i>Attitudes</i>	Chapter 6
Feb. 8 (F)	<i>Attitudes</i>	Chapter 6
Feb. 11 (M)	<i>Attitudes</i>	Chapter 6 <b>Homework 2 due by 11:55 p.m.</b>
Feb. 13 (W)	<b><i>Exam 2 – No Class</i></b>	<b>Exam available 2/13 – 2/16</b>
Feb. 15 (F)	<i>Stereotypes, Prejudice, &amp; Discrimination</i>	Chapter 5
Feb. 18 (M)	<b><i>President’s Day – No Class</i></b>	Chapter 5
Feb. 20 (W)	<i>Stereotypes, Prejudice, &amp; Discrimination</i>	Chapter 5
Feb. 22 (F)	<i>Stereotypes, Prejudice, &amp; Discrimination</i>	Chapter 5
Feb. 25 (M)	<i>Stereotypes, Prejudice, &amp; Discrimination</i>	Chapter 5
Feb. 27 (W)	<i>Aggression</i>	Chapter 11
Mar. 1 (F)	<i>Aggression</i>	Chapter 11
Mar. 4 – 8	<b><i>Spring Break</i></b>	
Mar. 11 (M)	<i>Aggression</i>	Chapter 11 <b>Homework 3 due by 11:55 p.m.</b>
Mar. 13 (W)	<b><i>Exam 3 – No Class</i></b>	<b>Exam available 3/13 – 3/16</b>
Mar. 15 (F)	<i>Conformity</i>	Chapter 7
Mar. 18 (M)	<i>Conformity</i>	Chapter 7
Mar. 20 (W)	<i>Conformity</i>	Chapter 7
Mar. 22 (F)	<i>Group Processes</i>	Chapter 8
Mar. 25 (M)	<i>Group Processes</i>	Chapter 8
Mar. 27 (W)	<i>Group Processes</i>	Chapter 8 <b>Homework 4 due by 11:55 p.m.</b>
Mar. 29 (F)	<b><i>Exam 4 – No Class</i></b>	<b>Exam Available 3/27-3/30</b>
Apr. 1 (M)	<i>Attraction and Close Relationships</i>	Chapter 9
Apr. 3 (W)	<i>Attraction and Close Relationships</i>	Chapter 9
Apr. 5 (F)	<i>Attraction and Close Relationships</i>	Chapter 9
Apr. 8 (M)	<i>Helping Others</i>	Chapter 10
Apr. 10 (W)	<i>Helping Others</i>	Chapter 10
Apr. 12 (F)	<i>Helping Others</i>	Chapter 10 <b>Homework 5 due by 11:55 p.m.</b>
Apr. 15 (M)	<i>Presentations</i> <b><i>Exam 5</i></b>	<b>Exam available 4/13 – 4/17</b>
Apr. 17 (W)	<i>Presentations</i>	
Apr. 19 (F)	<i>Presentations</i>	
Apr. 22 (M)	<i>Presentations</i>	
(M)	<b><i>Final Exam</i></b>	<b>Final exam available 4/20 – 4/24</b>

**NOTE:** The 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. In order, to be prepared for homework, 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 6.”). 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 CANVAS 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. 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, 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 \_\_\_\_\_

Exam #5 \_\_\_\_\_

Final Exam \_\_\_\_\_ (optional – if all 5 exams have been taken)

Homework #1 \_\_\_\_\_

Homework #2 \_\_\_\_\_

Homework # 3 \_\_\_\_\_

Homework #4 \_\_\_\_\_

Homework # 5 \_\_\_\_\_

- Drop lowest grade.

Class Assignment # 1 \_\_\_\_\_

Class Assignment # 6 \_\_\_\_\_

Class Assignment # 2 \_\_\_\_\_

Class Assignment # 7 \_\_\_\_\_

Class Assignment # 3 \_\_\_\_\_

Class Assignment # 8 \_\_\_\_\_

Class Assignment # 4 \_\_\_\_\_

Class Assignment # 9 \_\_\_\_\_

Class Assignment # 5 \_\_\_\_\_

Class Assignment # 10 \_\_\_\_\_

- Drop lowest 3 grades

Final Presentation \_\_\_\_\_