

SOCIAL PSYCHOLOGY
Weber State University
Psychology 3460, Fall 2012
ONLINE

Professor: Azenett A. Garza, Ph.D.
Office & Office Hours: SS 328D
 By appointment mainly, but will be around Mondays 11:30 – 12:20 p.m. & Thursdays 10:30 a.m. – 11:20 a.m., also available through phone or chat through scheduled time.
Contact Information: e-mail: 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> 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://ced.weber.edu/wsuoonline/fall-2012-student-newsletter/> 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 \$208.75, a used book costs \$141.10

OR

Directly from the publisher’s at cengagebrain.com, you may purchase a hard cover book for \$180.49, loose-leaf text for \$102.99 or an e-book version for 6 months for \$78.99

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=

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 - 60 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. You may also set up a proctor to take the exams, if you are not able to make it to a WSU testing center. More information on setting up a proctor can be found at: <http://departments.weber.edu/ce/distancelearning/testing.aspx>.

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 25-30 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 50-60 multiple choice questions about 25-30 questions per chapter. **Each homework assignment will be worth 100 points and will be worth 20% 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. If you follow the suggested timeline it means that you have at least approximately 3 weeks to turn in any homework assignment. 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 (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 wsuonline@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.

Movie Analysis Final Paper:

- 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 relationship 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, you'll need to explain the theory and its predictions in your own words. Or if you are describing a scene bearing on aggression, you'll need to define aggression 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 dissonance that exists and describe how the dissonance is resolved. Or if the scene bears on aggression, you should describe what kind of aggression is depicted and whether the pattern of aggression fits with research findings. You must do more than simply say "This scene illustrates aggression." 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 or Wikipedia.com):

When Harry Met Sally (1989), R, 1 hour 36 minutes, directed by Rob Reiner. Starring: Meg Ryan (Sally Albright) and Billy Crystal (Harry Burns).

Does sex make it impossible for men and women to be true friends? This romantic comedy chronicles this dilemma through the eleven year relationship between Harry and Sally who meet in college, then pursue their own lives until they reconnect ten years later.

Hotel Rwanda (2004), PG-13, 2 hours, 1 minute, directed by Terry George, Starring: Don Cheadle (Paul Rusesabagina).

Ten years ago, as the country of Rwanda descended into madness, one man made a promise to protect the family he loved--and ended up finding the courage to save over 1200 people. Paul Rusesabagina, a hotel manager in Rwanda, secretly used his position and intelligence to shelter over a thousand refugees during the genocide crisis. While the rest of the world closed its eyes, Paul opened his heart to prove that the human spirit can make us stronger than we'd ever imagine.

V for Vendetta (2006), R, 2 hours, 12 minutes, directed by James McTeigue, Starring: Natalie Portman (Evey), Hugo Weaving (V).

Against the futuristic landscape of totalitarian Britain, a young working-class woman named Evey is rescued from a life-and-death situation by a masked man known only as "V." Profoundly complex, V is at once literary, flamboyant, tender and intellectual, a man dedicated to freeing his fellow citizens from those who have terrorized them into compliance. He is also bitter, revenge-seeking, lonely and violent, driven by a personal vendetta. In his quest to free the people of England from the corruption and cruelty that have poisoned their government, V condemns the tyrannical nature of their appointed leaders and invites his fellow citizens to join him in the shadows of Parliament of November the 5th--Guy Fawkes Day. As Evey uncovers the truth about V's mysterious past, she also discovers the truth about herself--and emerges as his unlikely ally in the culmination of his plan to ignite a revolution, bringing freedom and justice back to a society fraught with cruelty and corruption.

The Devil Wears Prada (2006), PG-13, 1 hour, 46 minutes, directed by David Frankel, Starring: Meryl Streep (Miranda Priestly) and Anne Hathaway (Andy Sachs).

In the dizzying world of New York fashion, where size zero is the new 2, six is the new 8, and a bad hair day can end a career, Runaway Magazine is the Holy Grail. Overseen with a finely manicured fist by Miranda Priestly--the most powerful woman in fashion--Runway is a fearsome gauntlet for anyone who wants to make it in the industry. To make Runway the fashion bible of New York and therefore the world, Miranda has let nothing stand in her way--including a long line of assistants that didn't make the cut. It's a job no self-respecting person can survive, yet it's an opportunity a million young women in New York would kill for. A stint as Miranda's assistant could blast-open the doors for recent college graduate Andy Sachs. Andy is completely wrong for the job. But she has something the rest

- 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. In order to receive credit for a particular chapter, both multiple choice quiz and final quiz must be taken. Each chapter that is completed will earn you an extra .5% toward your final grade, for up to 8 chapter quizzes (16 if you are counting each quiz separately, but counting both multiple choice and final quiz as one quiz), 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.
 - a. 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" (For an online class this means looking at power point presentations, checking discussions posted, checking announcements or e-mails regularly) or taking exams, you should spend a minimum of 84 hours doing "homework" through the 14 week semester, which include reading the text and documents, completing homework, 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. For an online class, this is roughly equivalent to 9 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.	20% of your grade
Final paper	100 pts. Ea.	10% of your grade

Final Grade

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

Final Grade

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

Final Grades: Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and 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.

Grade Appeals: If, after completing an exam or homework, you think a question is open to more than one interpretation. E-mail me 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 at agarza@weber.edu or through the CANVAS tool, 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 and what your question or concern is in the text of the e-mail. 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.**

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 and Online Behavior and Etiquette:

Although this is an online class, we will be interacting with each other through e-mail and chat sessions, it is important to remember that you must remain cordial and respectful to your instructor and fellow classmates. Instructors and students have the right to be expected to be treated with respect and thus, any online interaction that is deemed inappropriate will be first given a warning. A second warning will result in a lower grade in the

assignment that is associated with the inappropriate on-line interaction. If inappropriate behavior continues, a petition will be submitted to the Dean of Students' office to drop the disruptive student from the class roster. Those dropped from the roster may receive a grade of "E".

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 for the WSU Student Code.

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 always have syllabus handy 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 a 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

Dates	Recommended Reading Schedule	Due Dates
Aug. 27 – Sep.1	<i>Syllabus, What is Social Psychology?</i>	Chapter 1
Sep. 4 - 8	<i>Doing Social Psychology Research</i>	Chapter 2 Syllabus Quiz due 9/8 by 11:55 p.m.
Sep. 10 -13	Review	Homework 1 due 9/13 by 11:55 p.m.
Sep. 14 – 18	Exam 1	Exam available 9/14-9/18
Sep. 19-24	<i>Perceiving Persons</i>	Chapter 4
Sep. 25-29	<i>Attitudes</i>	Chapter 6
Oct. 1 – 5	Review	Homework 2 due 10/5 by 11:55 p.m.
Oct. 6 - 10	Exam 2	Exam available 10/6– 10/10
Oct. 11-17	<i>Stereotypes, Prejudice, & Discrimination</i>	Chapter 5
Oct. 18-25	<i>Aggression</i>	Chapter 11
Oct. 26-30	Review	Homework 3 due 10/30 by 11:55 p.m.
Oct. 31-Nov.3	Exam 3	Exam available 10/31-11/3
Nov. 5- 9	<i>Conformity</i>	Chapter 7
Nov. 10 – 14	<i>Group Processes</i>	Chapter 8
Nov. 15 -18	Review	Chapter 15 Homework 4 due 11/18 by 11:55 p.m.
Nov. 19 – 26	Exam 4	Exam available 11/19 -11/26
Nov. 27-30	<i>Attraction and Close Relationships</i>	Chapter 9
Dec. 1 – 5	<i>Helping Others</i>	Chapter 10
Dec. 6 – 10	Review	Chapter 12 Movie Analysis Paper due 12/8 by 11:55 p.m. Homework 5 due 12/10 by 11:55 p.m.
Dec. 8 – 12	Exam 5	Exam available 12/8 – 12/12
Dec. 10 – 13	<i>Comprehensive Exam</i>	Final available 12/10 -12/13

NOTE: This schedule is unlikely to change but if necessary it will and it is your duty to keep up with class announcements and e-mails to learn about the changes. Test dates rarely change, however, material to be covered in test might change.

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 homework to turn in. 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 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.
- ▶ ***Read the book.*** 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 and the learning objectives after you have read the chapter once. Then, read the chapter a second time more carefully as you look for the information listed on the learning objectives and you fill in the gaps on the power points. Next, pencil in any questions that arise as you look over them and post your questions for clarification. 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, power point and your own outline.*** Create your own outline integrating your text and power point 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 power point 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. This can be done on-line through the chat tool in CANVAS. You can e-mail your classmates and set a time and date in which you can meet to talk about the material. You can question each other and clarify information together. 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.
- ▶ ***Don’t skip too many days without logging into CANVAS, reading, studying, etc.*** Cramming is not an effective way to study and waiting until the last minute to complete assignments will only hurt your grade. It is important that you schedule regular times every day or every other day to work on the class. 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. Just because it is an online class does not mean that it is an easy class.

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 your 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.