

COURSE SYLLABUS



PSY 608: Social Psychology

4 Credits, Online

Winter Term 2011, Jan. 10-April 1

(Holiday- Martin Luther King Jr. Day: Jan. 17)

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Course Description

Social Psychology is the scientific study of how we influence and are influenced by our social environment, which consists of individuals, groups, organizations, and culture. This course provides an overview of classic and contemporary work in this field and explores such topics as: aggression, attitude formation and change, social thinking, interpersonal conflict and cooperation, prejudice, friendships and romantic relationships, leadership, social influence, altruism, and conformity. Course topics may also include applications of social psychology to the legal system, health-related behavior, and environmental sustainability.

Prerequisites

PSY 501: Introduction to Psychology, (BEHS 501, Introduction to Research in Behavioral Science strongly recommended)

Learning Outcomes

The learner will demonstrate an ability to:

1. Discuss the evolution of the field of social psychology and describe the work of pioneers in the field.
2. Explore how social environmental variables impact behavior, belief systems and affect.
3. Describe how cognitive, biological/evolutionary, and multicultural perspectives are integrated into social psychology and contribute to an understanding of behavior.
4. Critically evaluate the methods and conclusions of selected classic and contemporary studies in the field of social psychology.

5. Describe factors influencing perceptions and beliefs about other people and ourselves, and the impact of these factors on behavior, relating this information to the learner's own experiences or observations.
 6. Examine attitude formation and change, persuasion, and social influence, and ways to resist persuasion and influence.
 7. Explore the development of prejudice and discrimination, interpersonal conflict and aggression, and evaluate methods for reducing them.
 8. Discuss variables affecting the development and maintenance of friendships and romantic relationships and evaluate strategies for improving these relationships.
 9. Describe the influence of groups on decision-making and performance.
 10. Analyze factors that contribute to the development of group behavior, uninhibited behavior, and bystander apathy utilizing real world applications.
 11. Develop and evaluate strategies for encouraging self-awareness, personal responsibility, and helpfulness.
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Course Resources

Textbook(s):

- **Required: *Social Psychology***, 10th edition. Author: David G. Myers. Publisher: McGraw Hill. (ISBN-13: 978-0-07-337066-8).

Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: **PSY608-20222**). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the 2-hour Blackboard Orientation sessions or complete the self-paced Learning Online tutorial. See <http://granite.edu/academics/online-programs/blackboard-orientation.aspx>

Description of Course Activities and Requirements

Accomplishment of learning will be evaluated through active participation and quality of participation in online discussions and chats, performance on quizzes, tests, one short essay paper and one Research Paper.

A breakdown of these accomplishments is as follows:

Active Participation

Active participation is crucial to the successful completion of an online course and your participation in the Discussion Board will be worth 25% of your grade for the course. Each Monday there will be at least 2 topics listed on the Discussion Board for that week. Your grade will reflect your participation. Active participation is evidenced by active involvement in discussion sessions, providing thoughtful, quality feedback to your peers, responding to my questions and handing in and/or posting your required participation online on time. I will evaluate your discussion participation using the participation rubric. You should be well-read on the topic before you generate any participation on the Discussion Board. For your two posts, you must respond to the Discussion question about the Student videos for that weeks chapter(s). (These are available at this website: http://highered.mcgraw-hill.com/sites/0073370665/student_view0/social_sense_video_library.html.) For your second post, you may respond to: 1) any of the other Discussion posts; 2) a Discussion post from a fellow student; or 3) you may post a new topic. This is the place for scholarly, academic discussion of the topic thread. You must post at least two times per week by Thursday of each week, on the Discussion Board. Responses such as, "That was interesting," or "I agree" will not be counted for your weekly two posts. And of course you may post more than just two posts!

Module Quizzes

Each module will have an online quiz that will be due by the end of each module. Collectively, these quizzes will be worth 30% of your grade for the course. The quizzes shall contain any of the following: multiple choice, or brief essay. These module quizzes will be open book; however, they are not a collaborative effort. You will have one opportunity to complete the quiz. The quizzes will have no time limit.

Research Papers in the course

There will be one short paper and one final research paper due in this course. Please remember that websites are usually not very good sources for your paper. It's often the case that you don't know who is the source for the website information. You can rely on sources from the Virtual Library and any information from our wonderful "Embedded Librarian." Look for icons in the paper information that will provide helpful links to APA formatting and to "Ask a Librarian." Remember that you must cite at least one Academic Journal source for your short papers. Your final paper should be comprised mostly of academic journal sites.

There are many "peer-reviewed journals" that can offer you the research you will need to provide for your short paper and your final research paper.

Short Topic Paper

There will be one Short Paper due for this course. You will be expected to research and write a short paper about the topic that will be provided. This paper should be about 1 or 2 pages long – more if you need it. Please see the Short Paper assignment description located in the Introduction (under Modules) for details of this assignment including topics. You should submit your Short Topic Paper via the Assignment link located in Module 5 no later than the last day of Module 5. **No late papers will be accepted.**

Here are some additional guidelines for this paper:

1. Be sure to address the actual topic.

2. This shouldn't be an "opinion paper." Address the topic and find research to support it.
3. Please read the pertinent information in the textbook **and** look up **at least one research article on the topic in GSC's Virtual Library**, then sum up information you've found that addresses the topic. You should quote the article(s) and list any research you used in a Reference Section that should appear at the end of your paper. You should use "APA Format" for this paper. Please go to the Virtual Library's first page for information about how to write an article in APA style.

Research Paper

A Research Paper, due during the week of Module 11, which will be worth 30% of your final grade. I will evaluate your paper using the Writing Rubric, which is available in the Course Content area.

All of the information for your short paper applies to your final research paper, though your final paper should be in much more depth. The body of the paper should be at least 4 pages long (more if you need it!), plus the title page, the abstract page and the Reference page(s).

Remember that this is a research paper, and thus you should have research articles. **Do NOT use only websites and the textbook for your References.** Peer-reviewed journal articles are the key to good research. And this paper should be in correct APA style.

Here is the topic for your final paper:

Choose a topic in social psychology that has attracted YOUR interest in this course. Be prepared to do some strong academic research on the topic. Check with me if you are unsure of your direction. Please narrow your area of interest down to something that you think you would like to research.

Grading Percentages

Activity	% of Final Grade
Participation	25%
Quizzes	30%
Short Topic Paper	15%
Research Paper	30%
Total	100%

Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A ⁻	90-94	3.67	

B ⁺	87-89	3.33	Good
B	84-86	3.0	
B ⁻	80-83	2.67	
C ⁺	77-79	2.33	
C	74-76	2.0	*Acceptable
C ⁻	70-73	1.67	†
D ⁺	67-69	1.33	Poor
D	64-66	1.00	
D ⁻	60-63	0.67	
F	≤59	0	Failure, no credit

*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C⁻ or below generally does not transfer to other academic institutions.

Course Schedule & Topics

This course lasts 12 weeks and incorporates 12 modules that I outline below. Consider the outline, provided directly below, as a guide to the flow of course work. Please note that the schedule and activities are subject to change.

Module	Assignments/Activities
Module 1: Introducing Social Psychology (Chapter 1) January 10 - 16	<ul style="list-style-type: none"> • Read Chapter 1 • Participate on DB (Discussion Board) to introduce yourself (not graded) • Take online quiz • Complete plagiarism assignment
Module 2: The Self in a Social World (Chapter 2) January 17 - 23	<ul style="list-style-type: none"> • Read Chapter 2 • Participate on DB (Discussion Board) • Take online quiz
Module 3: Social Beliefs and Judgments; Behavior and Attitudes (Chapters 3 and 4) January 24 - 30	<ul style="list-style-type: none"> • Read Chapters 3 and 4 • Participation on DB (Discussion Board) • Take online quiz • Submit Final Research Paper - Proposal
Module 4: Module 4: Genes, Culture and Gender (Chapter 5)	<ul style="list-style-type: none"> • Read Chapters 5 • Participate on DB

January 31 - February 6	<ul style="list-style-type: none"> • Take online quiz
Module 5: Conformity (Chapter 6) February 7 - 13	<ul style="list-style-type: none"> • Read Chapter 6 • Participate on DB • Short Paper due • Take online quiz
Module 6: Persuasion (Chapter 7) February 14 - 20	<ul style="list-style-type: none"> • Read Chapter 7 • Submit optional outline for Research Paper • Participate on DB • Take online quiz
Module 7: Group Influence February 21 - 27	<ul style="list-style-type: none"> • Read Chapter 8 • Participate on DB • Take online quiz
Module 8: Prejudice: Disliking Others (Chapter 9) February 28 - March 6	<ul style="list-style-type: none"> • Read Chapter 9 • Participation on DB • Take online quiz • Submit optional draft for Research Paper for Research Paper
Module 9: Aggression (Chapter 10) March 7 - 13	<ul style="list-style-type: none"> • Read Chapter 10 • Participate on DB • Take online quiz
Module 10: Attraction and Intimacy: Liking and Loving Others (Chapter 11) March 14 - 20	<ul style="list-style-type: none"> • Read Chapter 11 • Participation on DB • Take online quiz
Module 11: Altruism: Helping Others (Chapter 12) March 21 - 27	<ul style="list-style-type: none"> • Read Chapter 12 • Participate on DB • Take online quiz • Final Research Paper due
Module 12: Conflict and Peacemaking (Chapter 13); Social Psychology in Court (Chapter 15) March 28 - April 1	<ul style="list-style-type: none"> • Read Chapter 13 and Chapter 15 • Take online quiz

Note: The syllabus and schedule are subject to change at the discretion of the instructor

Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the **Library Info** link in the course menu provides direct links to research databases, *Research FAQs* and more.

Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of help is available at the centers and in the online Academic Toolkit, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to http://bbresources.granite.edu/course_docs/acad_resources.htm.

To access the online Academic Toolkit sign into Blackboard and click on "Academic Toolkit" under GSC Organizations.

Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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