

Cedar Crest College
Psychology 231: Social Psychology for Psychology
3 Credits
Fall, 2009
HBB 7
TR, 2:30 – 3:45 pm
Dr. James Scepansky

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O ffice H ours:	TR 10:45 – 11:45 am, W 10:00 – 11:00, OR, By Appointment

Required for Class:

- Aronson, E., Wilson, T., & Akert, R. (2007). *Social psychology* (6th Ed.). Prentice Hall
- This text is supported by a companion web-site: www.prenhall.com/aronson. Look for the picture of the cover of your text; if you bookmark the page, you will only need to do the searching once! Be sure to check out the website as it contains a collection of tools, organized by chapter, to help you think about Social Psychology: Learning Objectives, Study Guide (e.g., Pretest, Matching Quiz, Key Terms Quiz, Internet Exercises, Chapter Exam), Chapter Review (i.e., brief chapter content outline), “Social Psychology on the Web” (i.e., links to research and articles of interest), and Glossary (i.e., all key terms and definitions). This will serve as an excellent means of assessing your understanding of text material in preparation for exams, as well as broadening your understanding of Social Psychology as a diverse, integrated and applied discipline. Assignments may be made from the website from time to time.
- **Regular Access to eCollege.** You should automatically be enrolled in eCollege if you are on the roster for this class at the beginning of the semester (if you register late, you need to contact the Registrar immediately). eCollege will enable me to send/receive emails to/from everyone in the class who has an email account, and I can also post handouts or assignments to the course space which you can then print. You will be able to track your scores on assignments across the semester, so that you should always have a sense of your current grade. College policy now mandates that your "cedarcrest.edu" account must be used (NOT hotmail, yahoo, etc.). I will NOT correspond with non-Cedar Crest email accounts. It is your responsibility to regularly check your email from your own computer, a library computer, or from any computer that has email access--I WILL NOT ACCEPT "I DIDN'T GET IT" as an excuse for missing class, missing a deadline or submitting incomplete work. Points will be deducted under each of these circumstances.
- **Use of Turning Point Clicker.** This class will utilize the Turning Point Clicker system. Each student must purchase a clicker at the bookstore and bring it to class each day. The clicker will be used to track attendance/participation and assess student comprehension throughout the semester. Once a student purchases a clicker, it should work for all current and future classes utilizing the Turning Point Clicker system (i.e., you only need to buy one clicker). Once you purchase your clicker, you will need to electronically register it for use in this class, as well as any other classes which use the Turning Point Clicker system (directions will be provided).

Course Description: This course aims to understand the nature and causes of individual behavior and thought in social situations. Topics include: attitude formation and change, social identity and the presentation of oneself, interpersonal attraction and close relationships, groups and belongingness, social influence and dilemmas, and the application of concepts to the world around us.

Course Objectives: The purpose of this course is to introduce you to many of the core topics that are studied by social psychologists. The main focus of the course will be on the ways in which all humans try to exist in a very complex social world. How do people make sense of their own existence? How do people understand each other? How do people influence one another? How do people get along with one another? These are just a few of the issues that will be addressed. Upon successful completion of this course you will have:

- an understanding of social psychology terminology and the methods social psychologists use to conduct their research.
- enhanced ability to interpret contemporary events and observed behavior using the principles of social psychology through demonstration, activity and discussion.

Teaching Format: The course will consist of lecture and discussion, as well as in-class and out-of-class activities. You should read the assigned material **before** coming to class, so that you can be an active participant.

Statement on Disability Accommodations: Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Academic Services Center. According to college policy, documentation must be provided to me before accommodations will be made.

Psychology Department Attendance Policy: The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets twice per week (28 class meetings). You may miss **3 classes** without penalty. If you miss **4 classes**, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in

all Psychology courses. If you miss 5 classes, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you miss 6 classes, you will receive a failing grade for the course. If you miss six classes, you have missed approximately 25% of the class meetings.

Furthermore, you alone are responsible for all reading assignments and material covered in class, including activities, videos, handouts and announcements, regardless of whether or not you attend. We will cover a great deal of information over the course of the semester, and lectures will not always directly coincide with textbook materials. The majority of class time will be spent covering some of the more important concepts from the text, but often using different research or real life examples that will supplement the major issues discussed in the book. I have created PowerPoint handouts that serve as an outline for what I will cover in class on a chapter-by-chapter basis. I will provide these outlines, in advance, so you may have an overview of what we will cover. The outlines will provide definitions and many details of research studies we discuss so that I do not have to spend the majority of class time repeating definitions—you will have them in the handout, leaving more time to listen, process, and elaborate. As a word of caution, the PowerPoints are incomplete in that they DO NOT contain everything; I want to see if you can anticipate research findings and contemplate answers to questions during class. This would be impossible if I provided the findings in advance. In other words, the PowerPoints should be treated as a starting point, NOT as “all you need to know.” You must actively take notes during class time to add to what is contained in the PowerPoints, paying particular attention to examples used to illustrate the concepts that are covered. Based on my experience, students who simply rely on the PowerPoints will NOT do well in this class.

Academic Honesty and Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college’s policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, use of cell phones in any manner (**TURN TO SILENT/VIBRATE IMMEDIATELY UPON ARRIVAL**), inappropriate use of computers in lab/recitation, and any other behaviors that might disrupt instruction and/or compromise students’ access to their Cedar Crest College education. Engaging in these behaviors will result in points being deducted from your grade at the instructor’s discretion.

Further, for any instances of dishonesty (e.g., cheating on tests, copying other students’ homework, plagiarism, etc.), appropriate penalties will be applied, which will range from a zero on the assignment, to receiving an “F” in the course, depending on the severity of the offense. All instances of academic dishonesty, regardless of severity, will be reported to the Provost’s Office to be included in the student’s permanent file. Academic dishonesty generally consists of two categories of behavior:

- **Plagiarism:** Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.
- **Cheating:** Copying another student’s work, working together on an individual assignment, or using sources (notes, texts, internet, etc.) when none are allowed all constitute cheating. Bear in mind that allowing another to copy one’s work is also an academic offense, as is submitting the same paper for two courses without arrangement.

Assessment: Altogether, there will be four (4) exams (See course schedule below). Each exam will cover materials from the text and lecture notes, as well as any handouts that you receive, and any videos viewed. Exams will consist of multiple-choice questions and each exam will be worth 100 points. The fourth exam will be given during Final Exam Week according to the College schedule (published at a later date), but it is NOT comprehensive (it will only cover material from the last section of the course). Exams must be

taken during the scheduled time period. Make-up exams will be given ONLY with written documentation of an excused absence (i.e., sickness, college-sponsored event, legal situation)—there will be NO EXCEPTIONS. Advanced notice MUST be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible.

Homework and Class Participation: Homework and class participation will be factored into your grade in this class. Specifically, there will be several activities that we do in class (demonstrations, videos watched and discussed, etc.), and if you are present when they are completed, you will earn credit; if you are absent, you forfeit those points. If you have written documentation of an excused absence (same criteria as above) you may be given an alternative assignment to complete to make-up for the experience you missed in class. Some activities involve group work; these assignments, because of their interactive nature, may not be made up. In addition, periodically, you will be asked to complete take-home assignments (i.e., homework). These assignments may be self-assessments, brief reflective essays, or Internet research activities (look something up, find a webpage, etc.). As with in-class assignments, you alone are responsible for finding out what assignments if any were missed when class is missed, and you are responsible for submitting assignments on time; only students with documented excused absences will be permitted to submit late work. The majority of points available for this category come from day to day class participation. Specifically, each class session in which clicker questions are asked (pretty much every day) will be worth 5 points (regardless of the number of clicker questions asked); if you are in class and are properly using your clicker to answer the questions, you will get all 5 of that day's points (If you do not register your clicker correctly, or if you forget your clicker, you will not receive the points for that day's class, and those points MAY NOT BE MADE UP). All in-class and take-home assignments will also be worth 5 points each. Warning: There may be days when there are clicker questions, homework due, AND an in-class activity, which would make that one class worth 15 points. Altogether, your Homework and Class Participation will be worth up to a maximum of 100 points, and your HW/CP GRADE will be based on the percentage of points you earn out of all the points available. For instance, if there are 25 class days in which clicker questions are asked ($25 \times 5 = 125$ points total), and there are 3 in-class assignments ($3 \times 5 = 15$ points total), and there are 5 homework assignments ($5 \times 5 = 25$ points total), that means there are 165 possible homework and class participation points. Your HW/CP GRADE will be the percentage of points you earn out of 165 ($165/165 = 100\%$, $150/165 = 91\%$, which will then be 91 out of 100 points, etc.). NOTE: It is absolutely important that you register your clicker and bring it to each and every class session; while you are allowed 3 absences in this class without explicit grade penalty, you are NOT entitled to class participation points when you miss class or fail to turn in an assignment.

Extra Credit: You may volunteer to serve as a research participant on campus at any time during the semester and earn extra credit, provided you submit proper documentation of your participation. A Research Subject Pool Bulletin Board is located in the basement of Curtis Hall, adjacent to the Psychology Department main office. Check this board periodically for research participation opportunities. You will be given one point for each study you complete, and you may participate in up to 5 studies for credit. This participation is a valuable service to the department and to our discipline. First, it benefits you in that you see first hand how psychological research is done. Second, it allows our upper-class students and faculty a means of studying topics of interest and may ultimately lead to publications and conference presentations, the very way the scientific discipline of psychology advances. The number of opportunities for research participation varies from semester to semester, and my advice is to take advantage of opportunities as they arise. Students who are unable to participate in experiments, or who would prefer alternative opportunities, should speak with me and I will make alternate arrangements, but this must be done early in the semester.

Grading: Your final grade will be assigned on the basis of the percentage of points you earn out of a maximum possible 500 points: Exams (Four, each worth 100 points), Participation (maximum of 100 points), plus extra credit points earned. The letter grades are based on the following scale:

A	93- 100%	C	73- 76%
A-	90- 92%	C-	70- 72%
B+	87- 89%	D+	67- 69%
B	83- 86%	D	60- 66%
B-	80- 82%	F	below 60%
C+	77- 79%		

Note: In order for this course to count for the Psychology major or minor, you must earn a grade of C or better in this course (The grade of C- will not satisfy this requirement).

Strive to do well!! The wisdom of the ages in academia (faculty and academic advisors agree) is that in order for students to do well in college classes, they should study outside of class approximately 2 hours for every hour of class time. In other words, for a class like ours that meets for three hours per week, you should be studying roughly 6 hours outside of class, per week—just for this class. Remember that this is a general guideline—you will need to determine how much time is necessary for you to reach your goals. College is much more than reading, listening to lectures and memorizing facts. You must also demonstrate the ability to apply your knowledge. I cannot possibly cover all the material in the textbook. I will tell you if you are not responsible for a particular section of a chapter. You should start with the expectation that ALL text material is fair game for exams. In other words, you WILL be expected to answer questions on exams about material from the text we did not directly discuss. If you have questions about text material, it is your responsibility to bring this to my attention either during class or during my office hours. My advice is to stay ahead with your readings; there is simply too much information (terms, concepts, definitions, research findings) to be able to wait until the last minute and expect to do well. Above all else, know that I am available to assist you. As a former colleague often said, “it is the student’s job to learn, and the faculty’s job to help them do it!”

Fall 2009 Exam Schedule (Approximate Coverage): Changes in this schedule may be necessary, and you will be notified in advance when these situations arise. Unless explicitly indicated that you are not responsible for a section of a chapter, you are responsible for all material in that chapter (see below).

Dates	Material to be Discussed
8/25	Syllabus & Chapter 1: Introducing Social Psychology
8/27 9/1	Chapter 1: Introducing Social Psychology
9/3 9/8 9/10	Chapter 2: Methodology
9/15 9/17	Chapter 3: Social Cognition
9/22 (TUES)	EXAM #1 (Chapters 1 – 3)
9/24 9/29	Chapter 4: Social Perception
10/1 10/6	Chapter 5: Self-Knowledge
10/8 10/13 (No Class) 10/15	Chapter 6: The Need to Justify Our Actions
10/20 (TUES)	EXAM #2 (Chapters 4 – 6)

10/22 10/24 10/27	Chapter 7: Attitudes and Attitude Change
10/29 11/3	Chapter 8: Conformity
11/5 11/10 11/12	Chapter 9: Group Processes (pp. 271 – 296) **Not Responsible for “Conflict and Cooperation”
11/17 (TUES)	EXAM #3 (Chapters 7 – 9)
11/19 11/24	Chapter 10: Interpersonal Attraction (pp. 305 – 328, 332 – 336) **Not Responsible for “Attachment Styles in Intimate Relationships,” & “Ending Intimate Relationships”
11/26 (No Class)	THANKSGIVING BREAK
12/1 12/3	Chapter 11: Pro-Social Behavior
FINALS WEEK Date & Time T.B.A. 12/9 thru 12/15	EXAM #4 (Chapters 10 & 11)

NOTE: Fall Break, Thanksgiving Break and Final’s week are scheduled by the college and will be adhered to. You are responsible for anything covered, assigned or due on dates preceding or following breaks. The 4th exam must be taken at the time arranged by the Registrar’s Office (i.e., Finals Week); please wait to make arrangements for starting your winter break until this schedule is set, and please plan your departure accordingly.