

University of North Texas at Dallas
Fall 2016
SYLLABUS

PSYC 3100 : Social Psychology; 3 Hrs				
Department of		Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:	Suzie Manning, PhD, LSSP			
Office Location:	Online			
Office Phone:	817-271-7174 texts are allowed Mon-Fri 10am-4pm			
Email Address:	Suzanne.manning@untdallas.edu prefer emails within the Blackboard classroom.			
Office Hours:	Thursday 11-12pm. Phone to set up appointment. Students can text during business hours.			
Classroom Location:	Online			
Class Meeting Days & Times:	Online daily			
Course Catalog Description:	Survey of psychological research and theory on social behavior with attention to person perception, interpersonal attraction, group processes, attitudes, helping behavior, aggression and applied social psychology.			
Prerequisites:	PSYC 1630 or PSYC 1650 or PSYC 1100			
Required Text:	Myers, D. G. (2015). <i>Exploring Social Psychology</i> (7 th edition). New York: McGraw-Hill Education. ISBN: 978-0-07-782545-4 On Readings in General: • You are responsible for completing the readings for the day they are assigned be prepared to write your discussion posts and assignments by the due dates.			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com			
Course Goals or Overview: The goals of this course are as follows -				
	<ol style="list-style-type: none"> 1. Increase learners' knowledge regarding the important research findings in social psychology, for the purpose of enhancement of learners' general knowledge base within the field of psychology as a whole. 2. Communicate the research methods employed by social psychologists, and the ability of those methods to properly evaluate evidence. More specifically, this course will illustrate the manner in which social psychologists approach questions about the human condition -- from developing theories, to generating hypotheses, to designing experiments, to analyzing results. 3. Afford learners the opportunity to practice and apply their knowledge of social psychological principles through the completion of the Assignment (see below). 4. Develop learners' written/oral communication and critical thinking skills within the major research/theoretical contexts of social psychology. 			

Learning Objectives/Outcomes: At the end of this course, learners will be able to:	
1	Know, understand, and apply principles, concepts, and major perspectives on social psychology
2	Know, understand, and analyze the scientific method and research results in social psychology
3	Exchange ideas on social psychology theory effectively via oral/verbal communication with peers
4	Exchange ideas on social psychology theory effectively via written communication with others through classroom discussions and interactions.
5	Demonstrate critical thinking skills.
6	Apply Humanistic principles to group-centered, intellectual exchanges and tasks
7	Demonstrate an ability to write research papers in APA format using scholarly references.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

WEEK	TOPICS	TIMELINE
1	<p>Introduction to Social Psychology Reading: Myers, Module 1</p> <p><i>Introduction post due Wednesday 8/24</i> <i>Initial post due Thursday 8/25</i> <i>Response post due Sunday 8/28</i></p>	8/22-8/28
2	<p>Self-Concept and Self-Serving Bias Reading: Myers, Modules 3 and 4</p> <p><i>Initial post due Thursday 9/1</i> <i>Response post due Sunday 9/4</i></p>	8/29-9/4
3	<p>Fundamental Attribution Error Reading: Myers, Module 6</p> <p><i>Initial post due Thursday 9/8</i> <i>Response post due Sunday 9/11</i> Quiz 1 Modules 1, 3, 4, & 6</p>	9/5-9/11
4	<p>Social Influence-Conformity & Obedience, Persuasion Reading: Myers, Modules 14 & 15</p> <p><i>Initial post due Thursday 9/15</i> <i>Response post due Sunday 9/18</i></p>	9/12-9/18
5	<p>Prejudice Reading: Myers, Modules 22 & 23</p> <p><i>Initial post due Thursday 9/22</i> <i>Response post due Sunday 9/25</i> Quiz 2 Modules 14, 15, 22, & 23</p>	9/19-9/25
6	<p>Group Dynamics Reading: Myers, Modules 18, 19, and 20</p> <p><i>Initial post due Thursday 9/29</i> <i>Response post due Sunday 10/2</i> Quiz 3 Modules 18, 19 & 20</p>	9/26-10/2

7	<p>Close Relationships Reading: Myers, Modules 26 & 27</p> <p><i>Initial post due Thursday 10/6</i> <i>Response post due Sunday 10/9</i></p>	10/3-10/9
8	<p>Peacemaking and Altruism Reading: Myers, Modules 29 & 30</p> <p><i>Initial post due Thursday 10/13</i> <i>Response post due Sunday 10/16</i> Midterm Exam (all modules covered through 30) due Sunday 10/16</p>	10/10-10/16
9	<p>Aggression Reading: Myers, Module 24</p> <p><i>Initial post due Thursday 10/20</i> <i>Response post due Sunday 10/23</i> Paper Topic Due 10/23</p>	10/17-10/23
10	<p>Media Influence on Social Behavior Reading: Myers, Module 25</p> <p><i>Initial post due Thursday 10/27</i> <i>Response post due Sunday 10/30</i></p>	10/24-10/30
11	<p>Cultural Diversity, Gender, Genes, and Culture Reading: Myers, Modules 12 & 13</p> <p><i>Initial post due Thursday 11/3</i> <i>Response post due Sunday 11/6</i> Quiz 4 Modules 12, 13, 24, 25</p>	10/31-11/6
12	<p>Social Psychology YouTube Video</p> <p><i>Initial post due Thursday 11/10</i> <i>Response post due Sunday 11/13</i></p>	11/7-11/13
13	<p>Social Psychology Concept Application/Experiment</p> <p><i>Initial post due Thursday 11/17</i> <i>Response post due Sunday 11/20</i></p>	11/14-11/20
14	<p>Paper Due Wednesday 11/23 Have a wonderful Thanksgiving break!</p>	11/21-11/27
15	<p>Final exam preparation. Optional study material for students to prepare for final exam.</p>	11/28-12/4
16	<p>Final Exam</p>	12/5-12/9

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

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Discussion Posts

There will be required discussion posts for each week in the semester. Students are required to post an initial post to the question(s) for the week and post a response to a classmate within the assigned weekly unit. Weekly discussion posts will be graded on a 100-point scale with the total discussion grade comprising 30% of the final grade.

Quizzes

There will be a total of 4 quizzes worth 10 points each. Quizzes cover the reading material from the textbook and will typically consist of multiple choice questions. Quizzes will allow subsequent attempts to improve your grade. Total quiz grade will comprise 10% of your final grade.

Exams

There will be a total of two exams worth 100 points each (each exam is worth 20% of your final grade). Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice and/or essay questions.

Social Psychology Project

Students will be writing a film analysis paper. Students will choose one of the movies listed in the classroom and identify and discuss 3 social psychology concepts. The paper should be written in APA format and have a minimum of 5 scholarly references (websites do not count). The paper should be 5-6 pages, not including the title page or reference list. Please see the project section of the classroom for more detail on the paper. The paper is 20% of your final grade.

Grading Matrix:

Activities/Assignments	Value (percentages)
Discussion Posts	30%
Quizzes	10%
Midterm	20%
Final Exam	20%
Social Psychology Paper	20%
Final Grade	100%



Grade Determination

Grades are on a weighted scale according to the table above (Grades are not a percentage of total points earned)

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

One key learning experience is through the use of discussion forums where students interact with each other as well as instructor to advance understanding. Members of the class can learn from each other based on the readings, different life experiences, and unique perspectives gained from studying course materials. It encourages the professionalism required in the field.

Criteria	Distinguished	Proficient	Basic
Ideas Exposition (40% or 40 points)	Introduces ideas, and stimulates discussion. Original thinking or insight into class materials. (40 to 31 points)	Developing ideas; sometimes stimulates discussion (30 to 20 points)	Poorly developed ideas which do not add to the discussion (19-10 points)
Analysis and Critical thinking skills (40% or 40 points)	Arguments are well defined, supported and communicated to the class and defended in a clear and professional manner (40-31 Points)	Relies more on facts than insight but defends position reasonably well. There is some critical thinking but lacks the depth and insight from Distinguished (30-15)	Lack of critical thinking (14-1)
APA Structure (10% or 10 points)	Scholarly level writing with no writing or APA format errors. Follows APA Guidelines and demonstrates both ability to follow and understanding of the principles as needed. (10-7)	Largely follows APA structure, mistakes, few or weak/incorrect citations, lack of understanding. (6-3)	Largely fails to follow APA guidelines. No citations(2-1)
Timeliness (10% or 10 points)	Initial post and responses to individual messages posted before due date (10 pts.)	Initial post or response post late but before end of the Unit (5 pts)	Post and response are late but before end of unit (3 pts)

Final Guidance: For all discussions, you should read the associated reading from the book *before* responding to the discussion board.

Here are the “Guidelines” for posting and contributing to our online discussions:

1. Initial/original posts should be a minimum of one paragraph up to two paragraphs. CITATIONS AND APA REFERENCE required for initial posts.
2. Respond professionally
3. Be detailed in your post and do not just restate the textbook. Be organized
4. Stay on topic and incorporate the readings. Your understanding of the material should be evident in your responses.
5. Using real-world, real-life experiences is both interesting and educational.
6. Creativity is encouraged, as long as it’s relevant to the subject.
7. Occasionally phrasing in a post may seem harsh. Assume best intentions and do not escalate. Feel free to reinforce your opinion factually and calmly.
8. Facts are necessary but not the sole purpose. Posts that recite facts do not tend to advance the discussion. Add experience and opinion.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor’s note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Note: If you come in late for an exam and another student has already turned in a completed exam, you cannot take the regular exam.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.unt.edu/untdallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed classes. Attendance and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing class, and they must share their reason for missing class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.