

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

**PSYC 3100D (090): Social Psychology; 3 Hrs**

<b>Department of</b>	<b>Sociology &amp; Psychology</b>	<b>Division of</b>	<b>Liberal Arts &amp; Life Sciences</b>
<b>Instructor Name:</b>	Mario P. Casa de Calvo, Ph.D.		
<b>Office Location:</b>	DAL2 257		
<b>Office Phone:</b>	972.338.1321		
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<b>Office Hours:</b>	M & W from 10-12; T & TR from 12-2; by appointment		
<b>Classroom Location:</b>	DAL2 307		
<b>Class Meeting Days &amp; Times:</b>	T 7:00pm-9:50pm		
<b>Course Catalog Description:</b>	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.		
<b>Prerequisites:</b>	PSYC 1630 or PSYC 1650		
<b>Required Text:</b>	<p>Myers, D. G. (2015). <i>Exploring Social Psychology</i> (7<sup>th</sup> edition). New York: McGraw-Hill Education. ISBN: 978-0-07-782545-4</p> <p><b>*Note: if you have a different edition of the text please notify me to make sure that your text will satisfy the requirements of the course</b></p> <p><b>**I will provide all other reading material in advance either electronically or in hardcopy in class</b></p> <p><b>On Readings in General:</b></p> <ul style="list-style-type: none"> <li>• You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them.</li> </ul>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a></p>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			
	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Afford learners the opportunity to practice and apply their knowledge of social psychological principles through the completion of the Group Demonstration Assignment (see below).</li> <li>4. Develop learners' written/oral communication and critical thinking skills within the major research/theoretical contexts of social psychology.</li> </ol>		
<b>Learning Objectives/Outcomes:</b> 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 effectively via oral/verbal communication with peers
4	Exchange ideas effectively via written communication
5	Demonstrate critical thinking skills
6	Revise multiple drafts of a group presentation based on instructor feedback
7	Apply Humanistic principles to group-centered, intellectual exchanges and tasks

## Course Outline

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

TOPICS	TIMELINE
<b>Introduction to Social Psychology and Research Methods</b> Reading: Myers, Modules 1 and 2	8/26
<b>The Self</b> Reading: Myers, Modules 3 and 4	9/2
<b>Social Cognition I</b> Reading: Myers, Modules 5 and 6	9/9
<b>Social Cognition II</b> Reading: Myers, Modules 7 and 8	9/16
<b>Exam 1</b>	9/23
<b>Stereotypes and Prejudice</b> Reading: Myers, Modules 22 and 23	9/30
<b>Attitudes and Attitude Change I</b> Reading: Myers, Modules 9 and 15	10/7
<b>Attitudes and Attitude Change II</b> Reading: Myers, Modules 15 and 16	10/14
<b>Conformity and Obedience</b> Reading: Myers, Module 14	10/21
<b>Exam 2</b>	10/28
<b>Group Dynamics</b> Reading: Myers, Modules 18, 19, and 20	11/4
<b>Peacemaking and Altruism</b> Reading: Myers, Modules 29 and 30	11/11
<b>Close Relationships</b> Reading: Myers, Modules 26 and 27	11/18
<b>Aggression; Applied Social Psychology</b> Reading: Myers, Modules 24 and 25	11/25
<b>Exam 3</b>	12/2
<b>Final Exam = Group Presentations</b>	12/9 from 7:30pm-9:30pm

## Course Evaluation Methods

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

### Reading Reviews (20 points possible/review)

To facilitate discussion and understanding of the material, you will be expected to write 5 reviews over the course of the semester. Reviews should be written as *full 2* page overviews of the readings for the day. Each review should strive to identify the author(s)' key points and provide critical reflection about the ideas in relation to other readings and discussions from class. In addition, each review should include at least 1 class discussion question that will be offered during class.

### Exams (100 points apiece)

There will be a total of three exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions.

### Group Demonstration Assignment (100 points)

Toward the beginning of the semester, each student will be assigned to a group consisting of fellow students enrolled in the course. As a group, it will be your task to complete a "Demonstration Assignment" for an end-of-semester presentation/paper.

Demonstrations are a fun way to bring psychology to your friends and family. And as a bonus, you can come back and tell the class what happened! Each group will be assigned to do one demonstration to try out on a handful of people (i.e., between 4-6 people). You will then report to the class what you did and what you found, and write a short paper summarizing your findings.

#### *Presentation (40 points)*

- Describe the phenomenon (information from the text and class).
- Describe what you did. That is, your method (show us your stimulus materials)
- Describe what happened – did most people conform to expectations? If not, why do you think they didn't?

This presentation needs, more than anything, to be CLEAR! Presentations will also be evaluated on style, clarity of materials/presentation, effective use of PowerPoint, etc. The length of this presentation will be determined by the number of students in the class, and will be announced during the semester. The presentation will be made during our final exam day/time (**12/9/14 from 7:30pm-9:30pm**), and **each member of the group should participate in some part of the actual presentation.**

*Paper (60 points):* The paper should follow the format of an empirical research report, but does not need to be quite as formal.

- In the *introduction*, describe the phenomenon briefly (probably in a couple of paragraphs).
- In the *method*, mention how many people you included and why you chose those people. Describe the task you had people do.
- The *results* will be descriptive – in general what did people do, what was their reaction? Did it go as planned? Averages may be good to include too, if appropriate.
- Finally, the *discussion* section should simply focus on whether or not the demonstration "worked" overall, and why you think it did (or didn't).

You should include any stimulus materials as well. I expect the paper will probably be between 500-750 words (2-3 pages). The paper will be graded on organization, clarity, and demonstration of critical thinking (particularly in the discussion section). The paper is due on the same day you do your presentation (**12/9/14 from 7:30pm-9:30pm**).

### In-Class Participation (50 points)

On multiple occasions during the semester, I will assign students to groups for the purpose of debating two opposing viewpoints on a particular idea that we discuss. The debates are not designed to determine a correct answer on an issue, but rather to allow students to obtain practice in developing arguments and presenting them to peers. As such, students are reminded to show respect for each other and the professor at all times during the debates. **Full** participation in the debate process will result in 5 points per debate. Debate topics and dates will be announced in class.

Students will also be frequently asked to participate in other miscellaneous in-class assignments (e.g., group discussions, brief writing summaries, etc.) that will be described, detailed, and collected during class. Students will receive 5 points for completing these assignments, **and they cannot be made up if one misses class.**

**Grading Matrix:**

Instrument	Value (points or percentages)	Total
Reading Reviews	5 assignments at 20 points each	100
Exams	3 exams at 100 points each	300
Group Demonstration	1 paper/presentation	100
In-Class Assignments	Debates, Group Discussions, etc.	50
<b>Total:</b>	<b>100%</b>	<b>550</b>

**Grade Determination**

**A = 495 – 550 pts; i.e., 90% or better**

**B = 440 – 494 pts; i.e., 80 – 89 %**

**C = 385 – 439 pts; i.e., 70 – 79 %**

**D = 330 – 384 pts; i.e., 60 – 69 %**

**F = 329 pts or below; i.e., less than 60%**

**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/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

## **Classroom Policies**

1. *Since discussion is an essential part of this course, please come to class prepared and on time.*
2. *Please turn off your cell phones and pagers.*
3. *Do not come into class late or leave early.*
4. *You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.*
5. *No late work will be accepted unless you have a valid, documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid, documented excuse, notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.*
6. *All work must be turned in during class. I will not accept emailed work unless you have a valid, documented excuse.*

## **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and 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 meetings 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. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.*

*To get the most out of this class your attendance is required.*

- *An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.*
- *Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.***
- *If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid, documented excuse consists of a doctor's note documenting your illness or death in the family.*

## **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.*