

SYLLABUS

PSYC 3730
Social Psychology
Section E02
 Spring 2020
 4 Credits

Instructor: David Salisbury Brown Mitchell, Ph.D.
Office: Melson Hall, Room 118 (first floor)

COURSE DESCRIPTION

The primary aims are to consider how the context within which we live (i.e., the people around us, the settings we are in, etc.) affects our mental processes and behaviors. These matters particularly concern the people who we are around and to whom we are exposed. We will engage in critical thought, discussion, and other activities about the ways in which various studies, topics, and theories from social psychology relate to our own lives and to the world within which we live today.

TEXT and MATERIALS

- **Required Text:** Baumeister, R.F. & Bushman, B.J. (2011). *Social psychology and human nature*. Wadsworth, Cengage Learning. The text will be referred to as “BB (2011)” throughout the rest of the syllabus.

COMMUNICATIONS

- **Individual communications:** If you need to reach me with a question or concern (e.g., about course content, assignments, and similar matters), please email at davidm@westga.edu by using your UWG email address and including the course number (e.g., “4650”, 3730”, etc.) and section (e.g., “E02”, “01”, etc.). I will typically respond to emails within 24-48 hours. However, if you have not received a reply within that time frame, feel free to send a follow-up email.
 - **Urgent correspondence:** For communications about being late to or missing class due to family emergencies, transportation troubles, etc., please put the word “*Urgent*” in the subject heading when you email me.
 - **Missing class meetings and assignments:** If you end up having a **reasonable excuse for not attending class or missing an assignment** such as a family emergency, medical or psychiatric emergency, travel emergency, etc., please let me know as soon as you can by sending an email. The absence may be excused

or missed work may be given extra time if documentation (e.g., a picture of a doctor's note, a scanned copy of an invoice for car repairs, etc.) can be provided. In the case of sensitive emergencies (e.g., a medical procedure or visit, etc.) that you do not want to disclose the nature of, you can blot out or cover the part of the documentation that states the nature of the problem. I ask for documentation to determine the date and duration of the emergency/problem and to verify its occurrence. It is not to embarrass or make anyone feel uncomfortable.

Mass/whole class communications: If multiple students have similar questions about something or if there is something that I want to convey to everyone at once, I may get in touch with all of you at once through one of several ways: a) an email sent through the CourseDen email system, b) an announcement posted on our course home page, and/or c) an announcement posted at the beginning of our lecture slides. Please be sure to check these sources regularly for new information.

OFFICE HOURS

To schedule an appointment for either face-to-face (i.e., in Melson Hall Room 118 or in some other predetermined location) or online (i.e., over the phone or through the Google Hangouts), email me **at least 24 hours in advance** of when you would like to meet.

ASSIGNMENTS

Course Assessment/Assignments: The following assessments and assignments for our course are listed along with the amount of weight that they carry (i.e., the percentage/amount of points that they are worth) as well as information about how to complete them. Unless otherwise stated, all assignments are **due on CourseDen by 11:59pm** on their due date listed in the Proposed Course Calendar below.

Reading Reflections (45% of grade: 15 of these at 30 points each; 450 points total): These assignments will give you a chance to put your thoughts, queries, and perceptions of our course material into writing. At least **300 words** in length, these Reflections are to each focus on at least one of the following: a) either a **special topic** or b) **another topic/theory of your choosing** that was covered in the text (see below). After you choose a topic (see below), you will be asked to write about how the topic relates to you and your experiences or to someone else (e.g., in what is essentially an "advice column" for a hypothetical or real person who you know). Reflections focus on what the topic is (i.e., provide a definition), how it might be applied (i.e., the process), and what situations that topic might be used in (i.e., the settings or situations). 1) Special topics: These include chapter sections throughout the book which are labeled "**Food for Thought**", "**Money Matters**", "**The Social Side of Sex**", "**Tradeoffs**", or "**What Makes Us Human?**", and which are also listed in the Table of Contents of the textbook.

- o 2) Another topic/theory: If you choose to write about another topic/theory that was covered in the text aside from the special topics, then make sure that you state clearly what the topic/theory is and how it relates to at least one of the following: a) an interest or event from your own personal, familial/relational, academic, or professional (i.e., career or job-related) life; or b) an interest or event from the larger community or societal context within which you live.

- Note: You are to complete a Reflection for the chapter that we discuss each week. However, there are 15 Reflections and just 14 chapters, so if you choose to write about special topics for the entire semester, then you will end up doing two Reflections from one of the chapters in the book (e.g., Chapter 2) that contains more than one special topic prompt. In other words, for Reflection #15, you would just pick another special topic from one of the chapters with multiple special topic prompts and write about that.
- **Presentations (30% of grade: 6 of these at 50 points each; 300 points total):** Since you are all students in this class and are members of the University of West Georgia community, you have a common identity. I ask that you do your best to work together, share together, and help each other to engage with the material in ways that are for your collective benefit. In order to aid that process, you will each be placed in a communal learning group (CLG) of no more than five people. Each of you will be asked to individually create and share **six brief presentations** within your CLG over the course of the semester. Presentations can be about any topic (i.e., concept or theory) that we have covered during the course and must include the following: a) the **name and description** of the topic and/or theory, b) how you think knowledge/understanding of it could be **helpful and/or harmful to society in general**, and c) how you can potentially use knowledge/understanding of it to aid you in **your personal and/or career life**. They must include some form of **visual information** other than text (i.e., pictures, diagrams, graphs, video clips, etc.), and must also have an **audio/auditory** component. In general, they will be graded for clarity, content, and timing (i.e., how close to the 4 minute mark you get).
 - Presentations can be made using any format or visual media of your choosing (e.g., YouTube video presentation, poster board, Prezi, powerpoint, PowToon, etc.).
 - You will each have **4 minutes** for your individual presentation and at least 5 minutes for questions and answers after all in your group have presented. Other students in your group will provide me with quantitative (i.e., numeric) and qualitative (i.e., written wording) feedback on the content (i.e., did it cover the 3 points above), clarity (i.e., did it flow well and was it intelligible), and overall presentation style (i.e., any images used, the tone of the presentation/presenter, etc.) via a **rubric**. I will average the scores that your classmates in your group give you and include my own scores to generate a total presentation score for each presentation. Presentations will take place in class (see proposed course calendar below).
 - Lastly, submit each presentation to CourseDen so that I may view it as well. It must at least include the text and visuals that you presented to your CLG mates. The main point is to have something “tangible” to turn in to demonstrate what you are presenting. If the presentation itself is in an uploadable file format or has a persistent shareable link, you can upload that if you would like.
 - NOTE: If you happen to miss a presentation day, you will have to do one of two things in order to receive credit: a) send your presentation to your classmates who will then have to view it and provide me with feedback on their own, or b) arrange a time to meet with them outside of class to present it to them so that they can provide me with feedback. If some classmates prefer to meet with you outside of class but others

cannot, you can share your presentation virtually with those who cannot attend in-person.

- **Discussion Question Sets (15% of grade; 15 of these at 10 points each; 150 points total):** We are all a part of this class community. Since you are all students in this class and are members of the University of West Georgia community, you have a common identity. I ask that you do your best to work together, share together, and help each other to engage with the material in ways that are for your collective benefit.
 - In order to aid that process, you will each be placed in a **communal learning group (CLG)** of no more than five people. These groups are online forums within CourseDen where you will be able to do some of the following: a) share your perspectives on the material with each other and consider each others' thoughts, b) share honest and respectful feedback about what your classmates have posted, and c) even give support and encouragement to each other. You may not always have the same opinions or thinking about course material or others' perceptions and beliefs, and in those cases I invite you to respectfully disagree with your classmates. Only you, the people in your particular CLG, and me and our TA will be able to see your posts within these groups. The rest of the class will be unable to see them. This format is to facilitate more open sharing, as I realize that at least for some (even in an online setting), sharing thoughts with the whole class can be intimidating.

Discussion Question Sets (DQS's) are brief (i.e., in **at least 3 full sentences**) type-written assignments that you will submit throughout the course within the CLG's.

Each of our DQS's will consist of two parts, which are as follows:

- 1) one **DQp (15 points each):** each **DQp** is a post in which you type **in at least 3 sentences** a response to at least one of the following: 1) a question that I pose in our lectures (often denoted by a "Q" in the slides), 2) how a topic from the most recent chapter that you read relates to your life personally; 3) how a topic from the most recent chapter that you read relates to a larger issue that we face as a society. Each of these (i.e., DQp #1, DQp #2, etc.) must focus on a different question from class and must contain a clear **definition of** at least one topic (i.e., theory or concept) from our class readings or lecture;
- 2) one **DQr (15 points each):** each **DQr** is a **3 sentence response** of yours to one of your classmates who is in your **Communal Learning Group (CLG)**. The **DQr's are always due two days after the DQp's are due** in a given week to allow some time for you to read and respond to your classmates in your CLG. The response can be commentary on **what your CLG mate wrote in their DQp, what they talked about in their presentation, or both. Due Dates:** Due dates for each DQp and DQr are listed in the Course Schedule below.
- **Submitting DQS's:** You can access the CourseDen tool to post DQS's in one of two places: 1) under the **Discussions section of the Assessments menu**, or 2) under the **Communication** section in our course on CourseDen. The intention behind these activities is to promote student-student engagement, student-content engagement, as well as deeper understanding of the course material. DQp's and DQr's are posted by doing the following:
 - 1) clicking on "**Start a New Thread**" in your **CLG**;

- o 2) **typing out the name** of the DQp or DQr that you are responding to (e.g., “DQp #1, DQr #3, etc.);
 - o 3) **typing or copying and pasting** your post/response in the entry window; then
 - o 4) **submitting** your response.
 - o ****Important Notes: If you end up in a position where no one in your CLG has posted and it is the due date for a given DQr, feel free to simply post another one of your own responses to one of the questions that I will be posting in our course lectures. Your post will be counted as a DQr.** Also, you will only have access to the CLG to which you have been assigned, so only members of your group can see what you post and vice versa. Additionally, your **DQp’s can be about any material that we have covered thus far and does not have to be about the content that I post on that same Tuesday or that week.** The only caveat is that you cannot respond to the same **Q** question that you used to write a previous DQp.
- **Impact Manuscript (10% of grade; 1 of these at 100 point total):** This assignment is your final and is an in-depth analysis of how at least 3 of your Reflection and/or Presentation topics relate to one another and what they might mean for you and society as a whole. This paper is therefore very much tied to your Reflections and Presentations, but should not simply be restating what you already said. Instead, it should **synthesize** what you talked about previously and provide the reader (well, me) with an understanding of how you think the topics/theories can potentially **benefit** you, your family/community, and/or society at large.
 - o This manuscript should therefore contain the following: 1) a detailed **description** of the Presentation and/or Reflection topics/theories; 2) **how** you think these topics may converge/correlate with one another and/or how previous writings/research say that they overlap, 3) how you think the topics/theories could help you and/or those around you better understand yourselves and/or relate to one another, and lastly, 4) at least five in-text citations that are also contained in an APA-formatted references list. The paper must be in **APA (6th edition) format** with a title page, references page, and contain **at least 1,750 words**. Be sure to include the **word count** at the bottom of the References page.
 - o Below are some resources to remind you how to create an APA format paper as well as other resources related to finding and creating citations.
 - **Extra Credit: Presentation Reflection (up to 2% of grade):** This is your opportunity to write about the process of creating, delivering, and listening to/watching presentations within your CLG. You will be asked to write about the following: a) what concepts or theories you learned about from **at least two** presentations throughout the semester other than your own; b) what the potential application of that concept is to yourself or to other people; c) a description of your experience teaching, learning from, and grading someone else; and d) how this process may be similar to or dissimilar from any previous experiences when you have been in groups. These must be **at least 250 words** in length. This will be due at the end of the semester on 4/23/20.

ACADEMIC WRITING and CITATION TOOLS

- University Writing Center (HYPERLINK: <https://www.westga.edu/writing>): You can make an appointment by: 1) stopping by their office at TLC 1201, 2) calling their office at [678-839-6513](tel:678-839-6513), or 3) emailing their office at writing@westga.edu. If you want writing support for your Case Study or anything else, make an appointment soon as spaces will fill up quickly. Also, please note that the center closes for summer 2017 on Thursday, July 13th.
- APA Format (HYPERLINK <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>): Visit the APA website for a free tutorial and other resources about the basics of writing a paper in APA format/style.
- Purdue OWL (HYPERLINK: <https://owl.english.purdue.edu/owl/section/2/10/>): Visit this easy-to-use website for the basics in APA format/style and to create APA-formatted citations. Son of Citation Machine (HYPERLINK: <http://www.citationmachine.net/>): This is a free citation and reference builder for APA, MLA, Turabian, and Chicago writing and publishing styles.
- Zotero [zoh-TAIR-oh] (HYPERLINK: <https://www.zotero.org/>): This is a (mostly) free tool to help you collect, organize, cite, and share your research sources. You can integrate it into your web browser and word processor as well as it download it to your desktop. You can pay for more storage space to build your database, but should not need to do so without a relatively large amount of citations that you need to save.
- BibMe (HYPERLINK: <http://www.bibme.org/>): This is a free, fully-automatic bibliography maker that auto-fills. It is easy to use to build a works cited page.

HOUSEKEEPING

Assignments will be accepted late up to a point. **Without a valid excuse for late work, presentations and CLG-related assignments lose 1 point per day late, and papers lose 10 points per day late.** If you have an excuse for turning in an assignment late, please **write it in the Comments section** when you submit your assignment in a given folder on CourseDen. The Comments window is just below the area on the page where you attach a file in the given submission folder. You can email me as well, but at the least, make sure that it is included in the Comments section. You can also attach any supporting documentation (e.g., doctor's notes if there was a medical emergency, funeral programs if someone passed away, etc.) when you submit the assignment by uploading it along with it. You can redact or cover up any information that you do not want me to see. Unless otherwise noted in the syllabus (as in any collaborative group that we will do), you are each to submit assignments and exam responses that are from **your own reflection** and **opinion** on the material. If you make reference to someone else's work in an assignment or exam response, be sure to give proper credit by including the person's full name and the source (e.g., a website, textbook page, etc.) from which it came. Academic dishonesty (e.g., plagiarism) is a serious offense and is punishable in a variety of ways, from not receiving credit on that assignment to being expelled from the university. Take note that if

someone else is involved (e.g., another student) who is tied to the university, that that person can receive disciplinary action as well which may be harsher. Expect that at the least, no credit will be given for that assignment. Due to the intended communal nature of this course, I ask that each and every one of us hold ourselves to high standards and integrity in our actions. **Common Language for Course Syllabi**

Additionally, please review the following **Common Language for Course Syllabi** at the following link: <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester. There are more resources regarding academic resources in the following link: http://www.westga.edu/assetsSA/counseling/Academic_Support_Services.pdf

***Note:** I reserve the right to make changes to this syllabus -- particularly as it concerns the course schedule. If I do so, I will notify you of these changes.

GRADING SCALE

A	1000-900 points
B	899-800 points
C	799-700 points
D	699-600 points
F	599 points and below

COURSE SCHEDULE**

Week #	Date	Due Dates for Readings and Assignments	Modules Covered
1	1/4/20	Syllabus	
2	1/7/20	BB (2011) Chapter 1;	The Mission and the Method
	1/9/20		The Mission and the Method
3	1/14/20	BB (2011) Chapter 2; Reading Reflection #1; DQp #1 (Icebreaker)	Culture and Nature
	1/16/20	Presentation #1; DQr #1 (Icebreaker)	Culture and Nature
4	1/21/20	DQp #2	The Self

	1/23/20	BB (2011) Chapter 3; DQr #2; Reading Reflection #2	The Self
5	1/28/20	BB (2011) Chapter 4; Reading Reflection #3; DQp #3	Choices and Actions: The Self in Control
	1/30/20	Presentation #2; DQr #3	Control
6	2/4/20	BB (2011) Chapter 5; Reading Reflection #4; DQp #4	Social Cognition
	2/6/20	DQr #4	Social Cognition
7	2/11/20	BB (2011) Chapter 6; Reading Reflection #5; DQp #5	Emotion and Affect
	2/13/20	Presentation #3; DQr #5	Emotion and Affect
8	2/18/20	BB (2011) Chapter 7; Reading Reflection #6; DQp #6	Attitudes, Beliefs, and Consistency
	2/20/20	DQr #6	Attitudes, Beliefs, and Consistency
9	2/25/20	BB (2011) Chapter 8; Reading Reflection #7; DQp #7	Social Influence and Persuasion
	2/27/20	Presentation #4; DQr #7	Social Influence and Persuasion
10	3/3/20	BB (2011) Chapter 9; Reading Reflection #8; DQp #8	Prosocial Behavior: Doing What's Best for Others
	3/5/20	DQr #8	Prosocial Behavior: Doing What's Best for Others
11	3/10/20	BB (2011) Chapter 10; Reading Reflection #9; DQp #9	Aggression and Antisocial Behavior
	3/12/20	Presentation #5	Aggression and Antisocial Behavior
12	3/17/20	Spring Break	No Class
	3/19/20	Spring Break	No Class
13	3/24/20	BB (2011) Chapter 11; Reading Reflection #10; DQp #10	Attraction and Exclusion
	3/26/20		Attraction and Exclusion
14	3/31/20	BB (2011) Chapter 12; Reading Reflection #11; DQp	Close Relationships: Passion, Intimacy, and Sexuality

		#11	
	4/2/20	BB (2011) Chapter 13; Presentation #6; DQp #11	Close Relationships: Passion, Intimacy, and Sexuality; Prejudice and Intergroup Relations
15	4/7/20	No Class Reading Reflection #12; DQp #12	Scholar's Day
	4/9/20	DQp #12	Prejudice and Intergroup Relations
16	4/14/20	BB (2011) Chapter 14; Reading Reflection #13; DQp #13	Groups
	4/16/20	SPARC 2020 DQr #13	No Class
17	4/21/20	Reading Reflection #14; DQp #14	Groups
	4/23/20	Presentation Reflection (Extra Credit); DQr #14	Closing Thoughts
18	4/28/20	Reading Reflection #15; DQp #15 (Closing Thoughts/Wishes)	
	4/30/20	Impact Paper; DQr #15 (Closing Thoughts/Wishes)	