**SOCIAL PSYCHOLOGY**

**EG 351**

**Fall 2011**

**Wednesdays 6:00PM – 9:20PM**

**Course Instructor:** Kamden K. Strunk, M.S. **Phone:** (918) 521-2422 (Cell)

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**Required Course Textbook:**

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

**Course Description:**

**Catalog Description**: This course introduces the theories and principles of how an individual’s thoughts, feelings and actions are influenced by their social interaction. This course focuses on how to apply these principles to understanding our dynamic world.

**MAJOR instructional areas:**

1. Theoretical roots and research of social psychology
2. Social perception and cognition
3. Personal attitudes and influence
4. Social interaction and relationships
5. Social psychology in a global and technical world

**Course Objectives:**

1. Analyze a given scenario on the basis of various social psychological theories.
2. Compare the advantages and disadvantages of correlational and experimental research designs.
3. Evaluate how the self influences the society and is influenced by the self.
4. Analyze different situations to comprehend how individuals form impressions of others.
5. Explore various cognitive processes that can be used for social inference.
6. Determine the attitude of a person by analyzing his/her response to different situations.
7. Analyze the cognitive bases of prejudice in a given situation.
8. Analyze the ways by which social influence alters or shapes behavior.
9. Analyze the dynamics of interpersonal attraction.
10. Analyze the social psychological nature of personal relationships.
11. Analyze the general dynamics of groups.
12. Apply various theories of gender to explain social situations.
13. Differentiate between pro-social and anti-social behavior.
14. Define key terms and concepts used in the field of social psychology.
15. Research and obtain information from the ITT Tech Virtual Library to analyze social psychology concepts.
16. Document resources using American Psychological Association (APA) style.

**Mode/Style of Teaching:**

The teaching style for this class is a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more solid base of knowledge than would otherwise be possible.

**Attendance Policy:**

Course attendance is strongly encouraged as active engagement in the course with others in the learning community is the only way in which maximal learning will occur. It is expected that students have read the textbook prior to coming to class, so textbook information is not ‘covered’ in class, rather class time is spent to clarify portions of that material that were confusing, to make connections among the material, and to extend concepts. As a result, there is no substitute for regular class attendance.

**Course Assignments:**

1. **Paragraph & Question (P&Q) Papers:** Each week for weeks 2 through 10, students will write a Paragraph and Question paper. These papers summarize the main points of the readings for that week in one paragraph, reflect on how the readings connect to personal experience and how they might connect to career in a second paragraph. Additional paragraphs may be included. Then, students will include at least one thoughtful discussion question they would like to discuss in class. These can be questions they would like the class to consider about connecting ideas, how different concepts relate to one another, how concepts relate to life application, career, or simply clarifying ideas, but should be thoughtful and appropriate questions. These Paragraph and Question papers will be brought to class each week and students will bring their discussion questions up during class discussions, and the papers turned in at the end of class.
2. **Social Psychology Experiments/Activities:** Throughout the course, students will complete eight experiments/activities outside of class from among those provided. These range from simple experiments, to self-reflective activities, to writing assignments involving some activity. There is an assortment of activities provided so that any activity that makes a student uncomfortable to complete need not be completed, because there are many alternatives available. Students may also propose an alternative activity or experiment they would like to complete that is related to course material for approval.
3. **Participation:** Students are expected to actively participate in class discussions and be active contributors to all discussions, in-class activities, group work, and to be present for the entire class period every week.
4. **Final Exam**: There will be a comprehensive exam during the final class meeting of the semester. This will be an essay-based exam and will be application focused.

**Grading Structure/Requirements:**

The grading structure is as follows:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Quizzes (P&Q Papers) | 15% |
| Participation | 25% |
| Writing Assignments (Experiments/Activities) | 50% |
| Final Exam | 10% |
| **TOTAL** | **100%** |

|  |  |  |
| --- | --- | --- |
| A | 90-100% | 4.0 |
| B+ | 85-89% | 3.5 |
| B | 80-84% | 3.0 |
| C+ | 75-79% | 2.5 |
| C | 70-74% | 2.0 |
| D+ | 65-69% | 1.5 |
| D | 60-64% | 1.0 |
| F | <60% | 0.0 |

**Course Calendar:**

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| --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Assignments** |
| 19-14-11 |  | Introductions, and Overview of Social Psychology | None |
| 29-21-11  | Chapter 4 and Selected Readings | The Self: Who Are You? | P&Q Paper Due at the Beginning of Class |
| 3 9-28-11 | Chapter 2 and Selected Readings | Impressions: Perceptions about Others | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 4 10-5-11 | Chapter 3 and Selected Readings | Social Cognition: Categories and Shortcuts in Social Interaction | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 5 10-12-11 | Chapter 5 and Selected Readings | Attitudes: The ABC’s | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 6 10-19-11 | Chapter 6 and Selected Readings | Prejudice: When Attitudes Attack | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 7 10-26-11 | Chapter 7, Chapter 10, and Selected Readings | Social Influence: When and Why People Obey and Conform (and How to Make Them)andGroups: What People Do in Groups and Why | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 8 11-2-11 | Chapter 12, Chapter 13, and Selected Readings | Altruism and Aggression: People Helping People, and People Hurting People | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 9 11-9-11 | Chapter 8, Chapter 9, and Selected Readings | Attraction and Relationships: The Social Psychology of Friendship, Lust, and Love | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 10 11-16-11 | Chapter 11, Chapter 15, and Selected Readings | Gender: The Relationship of Gender, Self, and SocietyandSocial Psychology and the Legal System | P&Q Paper Due at the Beginning of Class**Activity/Experiment Due** |
| 1111-23-11 | No Readings | Final Exam | No Assignments |
| 1211-30-11  | N/A | Class held only if needed due to cancellations | Class held only if needed due to cancellations |

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be distributed in class. No changes increasing requirements will be made as they might adversely affect your grade.

**EXTRA CREDIT POLICY:**

There are two ways to earn extra credit in this course:

1. **Guest Reflections:** There are several occasions throughout the semester when guest experts will visit our class. Students may write a short reflection following their visit (two paragraphs or so) about what they gained from interacting with the guest expert. **Each guest reflection is worth 10 points of extra credit. Students are STRONGLY encouraged to write guest reflections.**
2. **Perfect Attendance**: Students may earn extra credit for perfect attendance. This is an incentive because the majority of learning in this class will be a result of in-class discussions and interaction. So, being in class is the most important part of the class experience. Students missing zero days of class will be eligible for 10 points of extra credit. Students missing one day of class will be eligible for 5 points of extra credit.
3. **Special Note**: **Students missing 4 or more days of class (37% of the total course) will not be eligible for any extra credit in the course.**

**LATE WORK POLICY:**

In general, work is due on the day it is listed in the syllabus. P&Q papers and Experiments/Activities may be made up for 50% credit after the day of class for the next two class meetings. After that they will not be accepted for credit.

**PERFECT ATTENDANCE POLICY:**

To encourage regular attendance in class, as that is where most of the learning in this course will occur through discussions and integration of material as a learning community, an incentive is offered for perfect attendance. For every three weeks of perfect attendance, a student may “skip” one Experiment/Activity assignment. These “skips” may be used retroactively. Using a “skip” gives an “exempt” on that assignment so that it does not count for or against the student in the final grade calculation. That means that perfect or near perfect attendance for the entire semester would allow a student to “skip” three of the nine required Experiments/Activities.