

## Social Psychology Syllabus

Rutgers University

Spring Semester 2016

01:830:321:90

**Instructor:** Dr. Marina Gelfand

Phone: 848-445-1993

E-mail: [marina.gelfand@rutgers.edu](mailto:marina.gelfand@rutgers.edu)

Office: Tillett Hall room 315

**Office Hours:** Mondays 3-4 (in-person); Wednesdays 10-11 p.m. (online); and by appointment. Office hours subject to change - watch for announcements.

Course format: ONLINE

### In-person sessions:

CLASS SESSION: Friday, 1/22 10:20-11:40 a.m. Tillett 242

MIDTERM: Friday, 3/4/16 10:20-11:40 a.m., Tillett 242

FINAL: Wednesday, 5/11/16, 8-11 a.m., location TBA

### Prerequisites

General Psychology, 830:101

### Time Commitment

To be successful in this course, we estimate that you will need to commit approximately 8 hours of coursework per week for the fifteen-week semester. Some weeks will require more and some less.

### Materials Required

We will be using Myers' Social Psychology text.

To access the book and quizzes, click on the MHCampus link in Sakai, which will take you to Connect. ONLY access Connect through our Sakai link – do not access it directly from the web.

You will find detailed step-by-step directions (of how to connect through MHCampus and how to pay) in Sakai's Resources, and also on the Start Here page. Once you have an account, just click MHCampus and then "Connect."

You can read the book as an e-book in Connect. Make sure to click on any text that appears gray so you can read it; ALL sections of the book are important! You can also pay an addition \$15 to also receive a looseleaf copy of the book.

### **Course objectives**

We are inherently social human beings. This course provides a scientific approach to studying how we affect people, and how we are affected by people around us.

Key objectives are:

- 1) Identify and understand the major theories, principles, and research findings in the field of social psychology.
- 2) Define basic scientific methods used in social psychological research.
- 3) Apply social psychological theories and principles to real life experiences, both in one's own life and in a broader social context.
- 4) Critically evaluate social psychological theories and research.
- 5) Write clearly and logically, being able to explain one's position on a variety of social psychology issues in discussion forums. Respond to peers' written comments appropriately.

## Course Policies

### Grading

The breakdown of assignments will be as follows:

Midterm: 20%

Final: 25%

Discussions Forums: 20%

Online homework and quizzes, including syllabus quiz: 15%

Group project and paper – 10%

Final reflection paper: 10%

Grading Scale						
<b>A =</b> 90+	<b>B+ = 85-</b> 89	<b>B = 80-</b> 84	<b>C+ = 75-</b> 79	<b>C = 70-</b> 74	<b>D = 60-</b> 69	<b>F = Below</b> 60

There will be no adjustments to grades unless there is a grading error. Please note that FINAL GRADES ARE NOT ROUNDED UP.

### Extra credit

Opportunities to earn extra credit, if available, will be posted during the semester.

### Dropping the course

In order to withdraw from a course, it is not sufficient to stop posting assignments or contributing to discussion. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the student's responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester.

## Exams

There will be a midterm and a final in the course – **both in person**. Exams will be closed book. You can be tested on any material covered in the course - e.g. the book, articles, multimedia, etc.

## Course Assignments

There will be assignments in two locations: In Sakai under Course Content, and in McGraw Hill's Connect program (for access information, see Materials section above). Both Sakai and *Connect* will list all assignments due that week.

## Connect quizzes and homework

Each week there will be a LearnSmart assignment in *Connect* (I will drop your lowest grade). LearnSmart is an adaptive, interactive learning tool that assesses students' skill and knowledge levels to track which topics they have mastered and which topics require further instruction and practice. Students will receive different questions based on what they have gotten correct or incorrect. You can answer questions as many times as you want to achieve mastery (100%).

NOTE: DO NOT do LearnSmart assignments by clicking on the big black box that says LearnSmart on the right-hand side – do them in the learning path to make sure your score goes to gradebook.

You will also see other assignments in Connect: post-quizzes. Make sure to answer the quiz questions following assignments.

For technical support with anything related to Connect, go to <http://mpss.mhhe.com>. Phone number: 800-331-5094. Make sure to write down your case number.

## Sakai content, quizzes and homework

Course Content is your weekly map - you will find videos, articles, documentaries, discussion board post, and any other assignments or notes assigned that week (with the exception of *Connect* assignments).

There will be quiz questions in Sakai following every video or article. You will also have a Syllabus Quiz due the second week of classes.

*Connect* assignments and Sakai quiz questions combined are worth 15% of your grade.

## Discussion Board Assignments

Most weeks there will be discussion board assignments. This is your opportunity to share your ideas and get feedback from others in class. The discussion board questions are related to the week's assignments.

Some discussion weeks will have special instructions, so make sure to read each week's instructions carefully.

For the first week, you will be posting an introduction to all members of the class. For subsequent groups, you will be divided into groups for the remainder of the semester. However, you should read posts in all groups.

Your participation in the discussion boards requires at least three posts: one original post and two responses to your fellow students. Specific instructions will be posted each week for that week's discussion. You are also required to respond to questions or comments addressed directly to you by the professor or a classmate.

Your original post should be at least 150 words in length. Your replies to your peers should be at least 75 words. Responses to comments can be any length but should be more substantial than "thank you for responding to my comment."

A new discussion board will be opened each Sunday night at 11 p.m.

Your response to the discussion question is due on **Wednesday by 11:00 p.m.**

Two replies to fellow students are due on **Sunday by 11 p.m.** Earlier responses are encouraged. In your replies, make sure you address the person you are responding to by name. Responses to your comments are due the following **Tuesday by 11 p.m.** (48 hours after the close of the discussion). You do not need to reply to comments that are posted later than the 11 p.m. Sunday night response deadline.

You can see a rubric for grading discussion posts in Sakai's Resources.

#### **Important Reminders for Discussion Boards:**

- Posts should have a conversational tone; they should not sound like essays.
- End every post by signing your name. When responding to others, address them by name. **Include your name in the subject of your initial post.**
- Do not be long-winded: Be as concise as possible when contributing to a discussion; posts should be on-topic, concise, and to-the-point. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. Break up long sections of text into paragraphs to aid in readability.
- Posts should be original and introduce new information. Do not duplicate someone else's post.

- Post early. Do not wait until the last minute. Posting at the last minute does not give students adequate time to respond to your posts, and will not earn maximum points.
- Tone down your language and keep a straight face: given the absence of face-to-face clues, written text can easily be misinterpreted and come across as harsher since there are no physical gestures or voice inflections to give clues. Avoid sarcasm, strong language, and the excessive use of exclamation points.
- The recorder is on: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Condescending, derogatory, and otherwise "inflammatory" posts will not be tolerated. If you disagree with someone, do so respectfully and without insulting the person.
- Test for clarity: messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it--even better.
- Offer evidence-based support (of own experience and/or cited research) at least once per thread.
- Apply normative English and grammar (you are not texting or on social media).
- Focus on meaningful discussion - adding meaningfully to the thread - rather than number of posts. Otherwise, it becomes clear that you are posting just to try to meet the requirements.

- Change the subject line as necessary to reflect the nature of your post.
- Make sure that your post contains some reference back to the original discussion question - do not go off on tangents. Stay on track by referring back to the original question.
  
- Be forgiving: if someone states something that you find offensive, mention this directly to the instructors. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructors.
  
- Here are some suggestions for meaningful contribution: suggest solutions, point out problems, *respectfully* disagree, discuss an issue on which you would like some feedback, offer a different perspective about an idea, share a personal experience related to the subject, discuss how you have applied the concepts to your personal/professional life.
  
- Netspeak: Although electronic communication is still young, many conventions have already been established. As mentioned above, DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom.

### Late Policy

Unless prior arrangements are made with me, no late assignments will be accepted. Exceptions will be in the case of emergencies, and late penalties will be made on a case-by-case basis. Notify me, via email, in case of an emergency.

### Academic Integrity

The consequences of scholastic dishonesty are very serious. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/>. Please familiarize yourself with the policy.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please contact me.

### Rutgers Academic Support Services

Rutgers has a variety of resources for academic support. For more information, check <http://www.rutgers.edu/academics/academic-support>

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://lrc.rutgers.edu/>

Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more here: <http://wp.rutgers.edu/tutoring/writingcenters>

### Rutgers Student Accommodations

The Rutgers Office of Disability Services evaluates students and provides documentation about necessary accommodations. Students who need accommodations in class must do so through the Rutgers Disabilities Services Office. See <https://ods.rutgers.edu/students> for details.

Students with disabilities requesting accommodations can do so here:  
<http://disabilityservices.rutgers.edu/request.html>

If you need special accommodations, let me know early in the semester. If you need extra time on exams, you must bring me Letter of Accommodation from the disability office to sign at least one week prior to the first exam.

### Netiquette

When corresponding with your instructor and classmates through email or on the discussion forums, please take the time to be grammatically correct and use a positive tone. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting. Treat your instructor and fellow students with respect at all times, and in all communication.

See infographic below for 15 rules of

netiquette: <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

### Disability Accommodations

Please refer to the accommodations policy for students with disabilities:

<http://disabilityservices.rutgers.edu>

Students with disabilities requesting accommodations can do so here:

<http://disabilityservices.rutgers.edu/request.html>

If you need special accommodations, please bring this up early in the semester. If you need extra time on exams, you must bring me the form from the disability office to sign at least ONE WEEK prior to the first exam. You will not need to do this for subsequent exams.

### Counseling

College can be an overwhelming time. If you find yourself having a difficult time coping, please refer to <http://rhscaps.rutgers.edu/> where you can see an overview of support services available at Rutgers.

## Communication

For general questions about the course, policies, etc., and clarification questions that other students could benefit from, post in the General Discussion Forum. For personal questions and issues, e-mail me directly.

## Course Schedule

By continuing your enrollment in the course, you are accepting the terms of this syllabus.

This syllabus is subject to change - this is a fluid class and there may be changes in pacing. Make sure to check your e-mail and read announcements on Sakai. You are responsible for all changes announced.

### **Week 1 – January 18-24**

#### **IN-PERSON CLASS Friday 1/22/15 in Tillett 242**

Introduction to course, policies, online format, meeting our groups

Chapter 1 – Introducing Social Psychology

### **Week 2 – January 25-31**

Chapter 2 – The Self in a Social World

### **Week 3 – February 1-7**

Chapter 3 – Social Beliefs and Judgments

### **Week 4 – February 8-14**

Chapter 4 – Behavior and Attitudes

### **Week 5 – February 15-21**

Chapter 5 – Genes, Culture, and Gender

**Week 6 – February 22-28**

Chapter 6 – Conformity and Obedience

**Week 7 – February 29-March 6**

**IN-PERSON Midterm Exam Friday, 3/4/16,10:20-11:40 a.m., Tillett 242**

**Week 8 – March 7-13**

Chapter 8 – Group Influence

**SPRING BREAK – March 14-20**

**Week 9 – March 21-27**

Chapter 7 – Persuasion

**Week 10 – March 28-April 3**

Chapter 9 – Prejudice: Disliking Others

**Week 11 – April 4-10**

Chapter 10 – Aggression: Hurting Others

**Week 12 – April 11-17**

Chapter 11 – Attraction and Intimacy: Liking and Loving Others

**Week 13 – April 18-24**

Chapter 12 - Helping

**Week 14 – April 25-May 1 (note TWO chapters due this week)**

Chapter 14 – Social Psychology in the Clinic

Chapter 15 – Social Psychology in Court

**Group paper due – Monday May 2<sup>nd</sup> at 11 p.m. Upload to Sakai assignments.**

**Week 15 -**

**Final Reflection Paper due Wednesday, May 4th at 11 p.m. Upload to Sakai assignments.**

**Final Exam: Wednesday 5/11/16 8-11 a.m., location TBA**