

Social Psychology Syllabus: 1:830:321 H2

Summer 2020

Mondays-Thursdays 10:30 – 12:20 pm EDT

Online!

Course Overview

Instructor Information

Instructor/Professor: Melanie Maimon, M.S.

Please call me: Ms./Prof. Maimon or Melanie (pronouns: she/her)

How do you pronounce that? Like the English words “[maim](#)” and “[on](#)”

Ask me about: anything related to the class, getting involved in research, graduate school, real-world applications of psychology, various university resources

Email address: melanie.maimon@rutgers.edu

Virtual office hours: Tuesdays 12:30 – 1:30 pm, and by appointment

Course Description

The goal of social psychology is to understand how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. At the heart of social psychology is the recognition that our responses are dramatically influenced by social situations. Perhaps you have laughed at a joke you didn't get because other people were laughing. Maybe you have noticed you act one way when you are around one group of people, say your family, but act a different way when you are around your friends. Our responses are not simply the products of our individual personalities, but rather are shaped and molded by the social context around us, often times without us even realizing it. Indeed, the current social situation can influence how we perceive, evaluate, remember, and act within our environments.

This course will provide students with an overview of research and theory in social psychology. Not only will students learn about interesting, relevant, and timely research findings, they'll also learn *how* social psychologists have discovered this evidence. What makes the social psychological approach to understanding human behavior different from a philosophical or historical approach is that social psychology is a *science*. In this course, we'll learn the psychological science of topics such as attitudes, persuasion, conformity, obedience, perceptions of others, perceptions of the self, stereotyping and discrimination, romantic relationships, aggression, and helping behavior. The course emphasizes an understanding of important scientific methods, findings, and principles in the field of social psychology, which it then applies to everyday life and to broader social problems.

Course Learning Objectives

By the end of this course, students should successfully be able to:

- Demonstrate an understanding of the foundational concepts, major theories, and research findings that are important to the field of social psychology.
- Understand how to apply basic scientific methods used in social psychological research.
- Understand and apply social psychological theories and concepts to experiences in one's daily life and to broader social and historical contexts.
- Critically evaluate social psychological research and theories.

Important Dates

The course begins on 7/6/2020 and ends on 8/12/2020, and the last day to drop the course without a "W" grade is 7/8/2019. Students are able to request their grade be changed to a "Pass" (P) if they have a C or higher, or to a "No Credit" (NC) if they have a D or F in the class up until August 21st. Please see the following websites for more information:

<https://nbprovost.rutgers.edu/grade-change-academic-deadlines> and
<https://nbprovost.rutgers.edu/guidance-faq>

Course Materials

Required Text(s)

The required text for the course is: Kassin, S., Fein, S., & Markus, H.R. (2017). *Social psychology* (10th ed.). Belmont, CA: Cengage. It is available through the Rutgers University Bookstore as well as on Amazon. For students who prefer an electronic textbook, check out the following link for a much cheaper e-book version:

<https://www.cengage.com/c/social-psychology-10e-kassin/>

Required (and suggested) Technology/Materials

Because this course is online, there are several things students will need for this course. Students must have an internet-capable device (e.g., computer, tablet, phone) that will allow them to access the Canvas page, complete exams online, attend virtual classes, and participate in class. Students must have access to the video conferencing software used in class. It is **preferable** that students have functioning video and microphone on the device they are using to virtually join class each day. If you do not have a device with these capabilities, please reach out to the professor ASAP to discuss how best to proceed in the course.

Course Format

We will meet virtually four days a week for 110-minute classes. Classes will consist of lectures, videos, demonstrations, in-class assignments, and discussions. Because exams

will include information covered in class that is NOT covered in the textbook (and vice versa) and there will be regular in-class assignments, I strongly recommend attending every class. Occasionally throughout the semester, we will not meet for the full 110-minute class due to exams and long videos that you will watch on your own rather than during class.

Assessment

Assignment Summary

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course schedule (below) for specific due dates. Dates are subject to change depending on the material we are able to get through each class and changes to schedule will be announced.

Assignment	Points
Participation	10
Quizzes	20
Midterm Exam	25
Final Exam	25
Final Project & Preparatory Assignments	20
Total	100

See course schedule, below, for due dates.

Assignment Overview

Readings

- You are expected to read the assigned textbook chapters BEFORE the class where we will cover them. We will review some of what is covered in the text during lecture, but I will also expand upon those topics and introduce new concepts and ideas. It will benefit you to keep up with the readings so that some terms and concepts are already familiar to you during lectures.

Participation (in-class assignments)

- Each day, you will be expected to participate in class discussions and in any in-class assignments. Randomly throughout the course, there will be 6 in-class assignments that contribute to your participation grade. These assignments will be graded for **completion**. This means that I will not be grading for accuracy, as many of the assignments will not have one specific correct answer. However, you

will need to ensure that you complete **all parts** of the assignment to receive full credit.

- There will be **6** assignments that can contribute to your participation grade, but you only need to complete **5** of these assignments to receive full participation credit. Each assignment is worth 2 points, so once you've completed 5 of the assignments, you will have earned the 10 points that make up your participation grade. The additional 1 assignment will contribute toward **extra credit**. This additional assignment is worth half a point (.5) and can contribute toward your final grade in the class.
- During weeks where you have participation assignments, you should be sure to check your grades at the end of the week. If you participated and noticed that you did not receive credit, you must contact the professor **within a week** of the grades being posted.

Quizzes

- There will be **4** weekly quizzes in this course completed on Canvas. Each quiz will be graded out of 5 possible points, for a total of 20 points making up your quizzes grade. Quizzes will be announced during class on Mondays and made available after class. They will be due by **Fridays at 11:59 pm** the same week they are assigned. Due dates are available in the "Course Schedule and Deadlines" section at the end of the syllabus.
- The quizzes will primarily include multiple choice and true/false questions. Occasionally there will be brief short answer questions in the quizzes. For each quiz, I will announce which chapters and lecture material will be covered. The goal is that these quizzes help you identify how well you are understanding the course material and to give you exposure to the types of questions that you will see on your exams.

Exams

- There will be a midterm exam and a final exam (non-cumulative). The exams will cover readings as well as lectures and videos shown in class. Exams will be in a multiple-choice and short answer format and will be administered online. The exams must be completed within a two-hour period on the day of the exam between 9 am and 9 pm. The exams will consist of 40 multiple-choice questions and 5 short answer questions covering just the previous section's material. There will also be two extra credit questions on each exam worth a half point each, yielding up to two extra credit points toward your final grade. Each exam is worth 25 points toward your final grade.
- If you would like to review your exams, you can do so during virtual office hour meetings.

Final Project & Preparatory Assignments

- There will be a final project in the class. For this project, you will be asked to assess, analyze, and discuss a topic that is relevant to our social world using the social psychological theories and concepts you've learned in class.
- There is a **lot** of flexibility with the final project, from topic selection to course material covered to the project format. Throughout the semester, there will be **three small preparatory assignments** that will help guide you in developing a plan for your final project, which must be approved by the professor during a one-on-one meeting during the **third week** of classes.
- The final project itself and the preparatory assignments leading to the final project are collectively worth 20 points (20% of your final grade). The final project alone is worth 15 points, while the smaller preparatory assignments are each worth 1-2 points and together are worth 5 points.
- More details about the requirements for the final project (including a rubric and the learning goals for the project) can be found in the "Final Project" assignment on Canvas (in the "Assignments" tab).

Extra Credit

- There are several opportunities for extra credit in the course, including on exams and through the in-class assignments, as explained in the relevant sections above.
- There are three additional options for extra credit that you can complete for the course. Using these three options, you are able to earn up to 4 extra credit points in the course. These 4 points are in addition to the extra credit points that you can earn through the exam and the in-class assignments previously explained.
- **Extra credit option 1:** Recordings of our classes will be posted to Canvas, and while they include captions, the captions are not always totally correct. One way to earn extra credit is to watch a video for a class and track the inaccuracies in the captions. For each video that you track caption mistakes, you can earn half a point toward your final grade. You can receive up to four points of extra credit through this extra credit option. More details for this extra credit option can be found under "Assignments" on the Canvas page.
- **Extra credit option 2:** For this extra credit option, you will need to complete an IAT through [Project Implicit](#). You must then read an article about [sources of implicit attitudes](#) (I will provide a pdf). After reading the article, you will need to write a 1-page, single-spaced reflection. You can earn up to 2 extra credit points on your final grade through this option. Points will be allocated based on the strength of the reflection paper. More details about this extra credit option, including the contents of the reflection paper, can be found under "Assignments" on the Canvas page.
- **Extra Credit Option 3:** For the third extra credit option, you have the opportunity to submit multiple choice-style questions to be included on the midterm or final exam. You can submit as many questions as you would like, but you will only receive extra credit if I chose to use the question you provided on one of the

exams. If a question you submitted is selected for either exam, you will earn half a point on your final grade. You can earn up to four extra credit points in this way. More details about this extra credit option can be found under “Assignments” on the Canvas page.

Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Points/Percentage	Grade
90 – 100	A
85 – 89.9	B+
80 – 84.9	B
75 – 79.9	C+
70 – 74.9	C
60-69.9	D
59.9 or below	F

Grading

Your grade in this class will be based on your participation, quiz grades, your performance on the midterm and final exams, your final project and preparatory assignments, and any extra credit you earn. I will not apply a curve to grades that would result in any grades being lowered. Depending on how the class performs on exams, I may decide to adjust exam grades. I will not know whether I will need to make these changes until after exams are graded. I will notify you of whatever choice is

ultimately made for each exam.

There will be opportunities to earn several points of extra credit throughout the class. Final grades are based on the number of points earned (including extra credit) in accordance with the grading scale above, **no exceptions**. If you are dissatisfied with your performance in the class, discuss the situation with the professor early – don’t wait until it’s too late to bring up your grade.

Student Participation Expectations

The following is a summary of everyone's expected participation:

- **Completing required readings BEFORE CLASS**
Our time in class will be for learning, questions, and review. Please come to class prepared.
- **Come to class and ARRIVE ON TIME**
As an online summer course, you will be asked to learn a lot of material condensed in a small period of time. Daily classes are designed to help you learn, and to be fun and interesting. I will elaborate on concepts from the readings, introduce new material, conduct demonstrations, and show videos. We will also have **many** discussions during class, so your presence will enhance discussions and the course experience for you, your peers, and the professor. Your exams will be based on all of this material, so attending classes will help you earn a higher grade on exams.

Additionally, you will complete several in-class assignments throughout the semester that make up your “Participation” grade. If you miss class, it is your responsibility to find out **from a classmate**, not from the instructor, what occurred in class. Additionally, because classes are online, lectures will be recorded and made available. It is highly recommended that you watch any lectures that you miss.

Discussion and Community Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Emails and writing style:** Email etiquette is (unfortunately) important in life. When emailing and completing writing assignments, please be sure to write using good grammar, spelling, and punctuation. You should address me as Ms. Maimon, Professor Maimon, or Professor in email communications. Please refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Respect, tone, and civility:** It is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Remember that sarcasm doesn't always come across. Treat your instructor and fellow students with respect at all times, and in all communications. Most importantly, this class aims to foster an inclusive learning environment that promotes and values respect for others and their viewpoints. The topics we'll learn about in this course are relevant to everyday life, making students inclined to share their own anecdotes and experiences. I welcome and encourage that – indeed, that's one of the most exciting and unique aspects of this class. But as such, it is imperative that students behave in a respectful and considerate way to their fellow classmates during the discussions. Inappropriate, disruptive, or offensive interpersonal behavior is not acceptable. This is a space where we value diverse identities, ideas, and experiences. I encourage active, deep conversations about the material in the course and the social and historical events that it applies to, but I do not condone hateful speech, prejudicial remarks, or debates that question the rights and personhood of people of various identities. Discriminatory behavior will NOT be tolerated.
- **General etiquette:** Please silence your cell phone during class and put it away. Please focus on class during class.

Support and Policies

Late Work and Make-up Exams

All quizzes will be assigned and available on Mondays and must be completed within the week by Friday nights at midnight. You will receive regular reminders throughout the

week that your quizzes must be completed. All other assignments (e.g., those linked to the final project) will have clear due dates, which are listed in the schedule on the syllabus. Extensions will be granted for assignments in accordance with the “No Reason Needed” Extension Policy detailed below.

There will be large windows of time when exams will be available to complete on Canvas. If you must miss an exam for a legitimate reason (e.g., religious holiday), contact me at least one week before the scheduled exam. If you miss an exam *without* contacting me AHEAD OF TIME, you will only be allowed to take the make-up exam with reasonable documentation. You must provide documentation or have received prior approval from me in order to receive an opportunity to take the make-up exam.

Please note that **make-up exams will include both multiple choice and essay questions.**

We are living through unprecedented times. I recognize that there may be times during the semester when you may get sick, a family member or friend may get sick, and someone you care for may even pass away. I’m facing the same, scary circumstances. On top of this, there continue to be protests throughout the country fighting against police brutality, systemic racism, and the continued appalling treatment of BIPOC in the U.S. We should all strive to better understand the state of our justice system and **all** systems that disproportionately disadvantage POC, including institutions like Rutgers, and ways we can use our voices to bring about positive change. It is important for us to engage with these issues, but I also recognize how exhausting this is, particularly for POC. I do not know what you all are personally going through, what your current home lives are like, or how you’ve been coping with the pandemic and your feelings/experiences with racial injustice. I encourage you to reach out to me if you are struggling. I want to stress that our (virtual) classroom is a firmly anti-racist (and generally non-discriminatory) space.

“No Reason Needed” Extension Policy

In order to hopefully offset some of the stress of taking classes during this time, I have adopted an extension **policy** on late submissions. During the semester, you can have up to **three days** for assignment extensions. This policy **only** applies to quizzes and final project-related assignments, it **does not** apply to in-class assignments or exams. What this means is that you will need to email me **before** an assignment is due to ask for an extension. You do not need to say why you need the extension, only how many days you need. If, for example, an assignment is due on Friday at 11:59 pm and you ask for a **one-day** extension, you must complete the assignment by Saturday at 11:59 pm. You could ask for a three-day extension on one assignment, three separate one-day extensions, or whatever other combination works for you. **No half day extensions will be granted, only full days.** This extension policy is meant to help you deal with anything else going on in your life right now, so I encourage you to use it well.

Please reach out to me if you are dealing with complicated circumstances that impact your ability to meet deadlines in the course as early as you possibly can so we can talk through your options.

Faculty Feedback and Response Time

I am providing the following information to give you an idea of my expected availability and response time throughout the course. (Remember that you can email help@canvas.rutgers.edu or call 877-361-1134 if you have a technical problem with Canvas)

Grading and Feedback

For in-class assignments, quizzes, and assignments related to the final project, you can generally expect to find your grade on Canvas within **5 days**. For the final project, you can expect to receive a grade and feedback within approximately **7 days**.

Student Questions

I will be available to meet with students throughout the week for “virtual office hours” to answer questions. Office hours are a time when I am available to virtually meet with and talk to students over a video conferencing software. In addition to having your own questions answered, this can be a good opportunity to see what questions other students have. If multiple students are present for the same office hours and you aren’t comfortable sharing your question with everyone, you can use private messaging functions in the video conference to ask me something directly. This is the fastest way to have your questions answered. You are also welcome to email me with questions anytime throughout the course. I will typically reply to e-mails within **24 hours on school days**.

Laptop & Phone Policy

The Research

- Students on laptops spend on average 40% of class time using the internet for nonacademic purposes (Ravizza, Uitvlugt, & Fenn, 2017)
- Taking notes by hand is more effective than doing so with a laptop (Mueller & Oppenheimer, 2014)

The Policy

This is an online class, so you will need to use a computer, tablet, or phone to attend class. Being engaged in class will be **extremely** beneficial to your learning and success in the class. You’ll only get out what you put in. As adults, it is your responsibility to decide how you would like to learn in this course. I expect that you will take notes in class, but it is ultimately up to you whether you take notes by hand or using a device. When attending class, I ask that you pay attention and engage in class discussions. This will benefit you in the long run. It is preferable in this class that you have **video on** during class so that we can all see each other, unless bandwidth issues arise. Your microphones will be muted on arrival, but I encourage you to unmute yourself when you ask questions and engage in discussion. Please reach out to me if you are unable to use video and microphone settings during classes. It will be much easier for you to be successful in this course if you are actually “present” during class time.

Class Notes

I will post recordings of our classes on Canvas for your review prior to exams. Class recording software can be tricky, so there is always a possibility that a recording will be corrupted and cannot be posted. If you miss a lecture, it is your responsibility to watch the recorded lecture or reach out to a classmate to figure out what you missed (if necessary).

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity 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 to always cite sources within assignments 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.
- Do not communicate with or work with other students (or other people) while taking exams online.


If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:


- [Rutgers' Academic Integrity website](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Student Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help, which is currently offered online due to the switch to remote instruction. For information, check the https://rlc.rutgers.edu/remote_instruction
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments (they have online tutoring as well). Learn more at the [Writing Center website](#).

- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#) .

Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#) .


Statement on Sexual Violence and Identity-Based Harm

- This is an incredibly important part of the syllabus. It is important for you to know your rights and my goals and responsibilities as an instructor in relation to sexual violence and identity-based harm. If you have read this far, please send me a meme or GIF relevant to social psychology and you will receive half a point of extra credit.
- Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sexual violence or identity-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, help and support are available. There are Rutgers staff members specially trained to support survivors in accessing health and counseling services, providing academic and housing accommodations, and more. Please be aware that I, your instructor, am required to report information about such discrimination and harassment to the University. This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we are **legally required** to share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu.
- If you have any such experience at any point during the semester, you can reach out to me if you are comfortable with me reporting this information to the university. If you have any difficult experiences during the semester that you do not feel comfortable disclosing to me, I still encourage you to let me know you are dealing with something or having a hard time, even without detailed information about your particular circumstance. Letting me know that you are struggling or have had a bad experience (whether you disclose to me the experience or not) will enable me to 1) help you get caught up in class, 2) put you in contact with the appropriate resources and services, and 3) answer questions to the extent that I am qualified to do so. Additional resources can be found at <http://compliance.rutgers.edu/resources/student-resources/>

Accommodations for Accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. These discussions are confidential.

In addition to contacting the instructor, please contact the [Office for Disability Services](#)  to register for services and/or to coordinate any accommodations you might need in your courses at Rutgers.

Go to the [Student section of the Office of Disability Services](#)  website for more information.

Course Schedule and Deadlines

Date	Topic	Reading	Homework
Week 1:			
Mon, July 6	Intro to the course and syllabus, Intro to Social Psychology	Chapter 1	
Tues, July 7	Research Methods	Chapter 2	
Wed, July 8	Social Self Part 1	Chapter 3	
Thurs, July 9	Social Self, Part 2		
Fri, July 10	No class		Quiz 1 due Friday 11:59 pm
Week 2:			
Mon, July 13	Social Self, Part 3; Perceiving Others, Part 1	Chapter 4	
Tues, July 14	Perceiving Others, Part 2		Assignment 1 due Tuesday at 11:59 pm
Wed, July 15	Wrap up Perceiving Others, Stereotyping Part 1	Chapter 5	
Thurs, July 16	Stereotyping Part 2		Sign up for project meeting by 11:59 pm on Thursday
Fri, July 17	No class		Quiz 2 due Friday 11:59 pm

Week 3:			
Mon, July 20	Stereotyping, Part 3		Assignment 2 due before final project meeting
Tues, July 21	Attitudes, Part 1	Chapter 6	
Wed, July 22	Attitudes, Part 2		
Thurs, July 23	Exam Review		
Fri, July 24	No class		Quiz 3 due Friday 11:59 pm
Week 4:			
Mon, July 27	No class, Midterm Exam online on Canvas	Chapters 1-6	
Tues, July 28	Conformity Part 1	Chapter 7	
Wed, July 29	Conformity Part 2		
Thurs, July 30	Conformity (Obedience), Groups	Chapter 8	Assignment 3 due Thursday 11:59 pm
Fri, July 31	No class		Quiz 4 due Friday 11:59 pm
Week 5:			
Mon, August 3	Groups; Attraction and Close Relationships	Chapter 9	
Tues, August 4	Attraction and Close Relationships		
Wed, August 5	Helping Others, Part 1	Chapter 10	FINAL PROJECT due Wednesday at 11:59 pm
Thurs, August 6	Helping Others, Part 2; Aggression	Chapter 11	
Week 6:			
Mon, August 10	Aggression		
Tues, August 11	Exam Review		
Wed, August 12	No class, Final Exam online on Canvas	Chapters 7-11	