Catalog Course Description
The individual in a variety of social settings at the inter-person, intra-group, and inter-group levels. Social interaction, attitudes, attributions, aggression, altruism, affiliation, conformity, environment, nonverbal communication. Research, theory, and application.
Prerequisite: 101 or consent of instructor. 3 credits.

Additional relevant information:
Social Psychology is the study of the influences that people have upon the beliefs, feelings, and behavior of others (Aronson, 2012). Particularly, the influences that groups (family, culture, society, etc.) have on individuals will be examined; however, individual and small group influences on larger groups will also be discussed. Specifically, we will look at how the power of the situation (cultural and social context) interacts with the individual person (personality and individual experiences).

There are applications to business, politics, environment, health, the legal system, and human relations.

Textbook

New print $100.65/Used print $75.50/ New rental $80.50/Used rental $45.30/eBook rental (for 180 days) $47.00

I encourage you to make use of the textbook Student Center for flashcards and practice quizzes to help you be successful in this course.
http://bcs.worthpublishers.com/aronson11e/#t_685470

Recommended Sites for Further Study/Research
Check out the Psychology “subject research guide” pages at the library:
http://linfield.libguides.com/content.php?pid=457124

www.psychologicalscience.org
www.socialpsychology.org
www.apa.org
Course Learning Outcomes/Objectives

1. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences.

2. Critically evaluate research to understand and explain human social behavior at the inter-person, intra-group, and inter-group levels.

3. Apply an understanding of social psychological concepts and theories to more effectively analyze human thinking and behaviors.

Instructional Approach

My philosophy is that each individual in the class has something valuable to offer. As a result, the discussions online are intended to be interactive to facilitate your learning and application of the skills learned to the various domains of your life.

Since different students learn differently, this course will utilize a variety of learning formats. These include the following: Textbook reading, online lectures, videos to illustrate concepts, and discussion and application of concepts via the discussion board, quizzes, and assignments.

Communication Guides/Best Way to Contact Me

Use Blackboard e-mail to send a private e-mail to me and/or your classmates.

Include a relevant subject in the "Subject:" section of your e-mail. The subject should include the class you are taking and the topic of your message.

Example email subject line: PSYC 200 Question about discussion

If your question or comment would be of interest to other students, please post it to the “Help” Discussion. This way other participants can help answer questions, and all participants will benefit from the answers. Please refer to the information on "netiquette" for guidelines governing the content of written communications.

Response from Instructor

I will be checking email in Blackboard daily on weekdays. I usually respond to your email during the week within 24 hours and within 48 hours on the weekend. There are times that I won't respond to your email on the weekend until the following Monday and during holidays until the next business day. I receive a lot of email and occasionally a message gets buried. If I don't respond back to you in a timely manner, I probably didn't receive it. Please follow up with me in that case.

Software/Hardware/Equipment/Technical Skill Expectations

PC: 1 GB of RAM (2 GB recommended), 56k modem or access to Internet (DSL or Cable recommended).

Mac: G4 or better, 1 GB of RAM (2 GB recommended), 56k modem or access to Internet (DSL or Cable recommended).

Software: the latest available browser and word processing packages

If this is the first time you have logged in to Linfield DCE Online classes, be sure to run the Browser check, located on the menu bar of the Online Course log in page. This will help you set up your browser for optimal performance. If you are trying to login from work and get a" page cannot be
displayed" message, check with your IT department to see if there are firewall issues that must be addressed before you can access our site from work. The same applies for personal firewalls, but you have to check with your Firewall documentation to resolve that issue.

Projects and papers will **only** be accepted in one of the following formats: .doc, docx, or .rtf (rich text format). Microsoft Word produces .doc and .docx documents. All other word processing programs will allow a file to be saved in .rtf (rich text format). Submissions that are not in these formats will not be accepted or graded.

**Participation Expectations**

Students in this course are expected to enter the course at least 3 times a week to work on the modules, check email, and participate in discussions. Prompt participation in discussions is especially important when group work is involved since others in your group are depending on your input. Each time you log into the course, be sure to check for any new announcements, email and discussion messages, and calendar postings.

**Proposed How Our Course is Structured/Activities and Assessments/Assignments**

**Calendar**

The printable Assignment schedule/calendar is a comprehensive list of everything that is due for this course. The calendar runs from Monday-Sunday with everything being due by 11:59 PM on the designated day. Discussions are due on Thursdays by 11:59 PM (initial posting) and Saturdays by 11:59 PM (replies to others in your group). All projects are due on Sundays by 11:59 PM. All quizzes are due on Sundays by 11:59 PM.

**Organization/Navigation/Weekly Modules**

This course is arranged chronologically with weekly modules that contain everything to be read and turned in for that particular week. These weekly modules guide you through the following:

- Module overviews of chapter-specific learning outcomes, relevant videos or articles to view, and checklists of what is due that week
- Link to the discussions for that week
- Link to the chapter quiz for that week
- Link to the project (weeks 2 and 4 only) or paper (week 5 only)

**Required Text Readings**

Chapter readings should be completed at the start of the week to allow us to apply the material in the discussions and quizzes.

**Weekly Discussions/Active Participation**

Each week, you will also participate in discussions as an interactive forum to allow us to discuss concepts about the course. It acts as the forum for the discussion that would occur in the classroom.

**Internet etiquette (Netiquette)**

Make sure you are following the guidelines for respectful discussion with others-internet etiquette or netiquette.

[http://www.linfield.edu/it/its-policies.html#etiquette](http://www.linfield.edu/it/its-policies.html#etiquette)
Consider these tips in the YouTube clip on Discussion Board Etiquette (3:14)
https://www.youtube.com/watch?v=tVqWcrMPxfY

Prepare for the discussions
It is expected that you will have read the chapter early in the week to prepare you for discussion and application of this material online. You may also need to view a video or article before participating in the discussion. For each discussion, you'll need to clearly integrate either the reading, video, lecture or all of these into your initial discussion post. I strongly recommend that you draft and edit your written work using a word processing program (i.e. Microsoft Word) before you copy/paste your post to the discussion area.

Participation in the discussions
Discussions work best when students participate in them regularly during the week. Participation is determined by how frequently you're logging into the course and participating in the discussions and other components of the course. Success in this class will require online participation via the discussions. Participation allows you and your classmates to learn more actively and assists in applying the concepts to your life. Note that I can see how frequently you are reading the discussion posts of those in your group.

Be willing to think critically about the material and ask thoughtful questions. Listen and respond respectfully to the ideas and opinions that are shared. Participate at your own comfort level while also taking some risks and stretching yourself. The more you participate and practice, the more you will learn.

Initial posts
In order to receive full credit, posts to the discussions should be thoughtful and substantive which means using well-formed paragraphs related to the question, concept, or topic being discussed. Substantive means that you provide a well thought through, quality comment.

These should be 2-3 well formed paragraphs (at least 200 words) that really dig in to explore and apply the material. Think about what would be helpful in a face to face classroom discussion for understanding and application of the material from multiple perspectives.

Examples of substantive initial posts:

- Apply critical thinking to make connections between the discussion topics and readings in the text. Cite a specific portion of the text to support your perspective.
- Apply examples of how the course concepts apply to your life.
- Apply examples of how the course concepts apply to a current or historical event.

Initial posts are always due Thursday night by 1159 PM each week.

Your initial post is worth ½ of the points for the discussion that week. The amount of points earned will depend upon the level of depth to your responses.

Replies to others
Replies to others should be at least 1-2 well formed paragraphs (at least 150 words) rather than just a line or 2. Remember that a reply is intended to further the discussion. This could be to critically think and challenge a perspective (respectfully, of course ;-) ) to offer another viewpoint, further apply the material with another similar or different example, etc. These are the minimal requirements, however, I encourage you all to respond more than the required amount as this helps to develop a learning community.
Examples of substantive replies:

- Apply critical thinking to offer another viewpoint or respectfully challenge a perspective. Explain why you agree or disagree and add examples to support your perspective.
- Apply critical thinking to further make connections between the discussion topics and readings in the text.
- Apply an example of how that student’s post is relevant to your life.
- Apply an example of how the student’s post relates to a current or historical event.
- Apply an example of how the student’s post relates to another class you’re taking or have taken.
- Apply critical thinking to offering a suggestion on how a student’s thinking about a concept and its application could be further improved or clarified.
- Ask follow up questions to further explore the example offered by another student.

Replies like "I agree," "me too," "ditto," or "great job" are not considered substantive and don't count as a post. I don't want to discourage you from engaging with each other and encouraging each other, but I'm looking for evidence that you're reflecting on the material and applying it in the discussions.

Replies are always due Saturday night by 11:59 PM each week.

Your replies to others are worth ½ of the points for the discussion that week. The amount of points earned will depend upon the level of depth to your responses. Late replies after the discussion is over do not receive credit.

**Spellcheck your posts using your word processing program or the tools available in the discussion window**

Spellcheck your posts using your word processing program or the tools available in the discussion window. Points are deducted for not demonstrating college level/professional writing. Remember that college courses prepare you to be successful in the workforce.

**Weekly Chapter Quizzes**

There will be weekly quizzes based upon the reading. Each one will be composed of 20 randomly assigned multiple choice questions worth 1 point each. There will be a mixture of recall (being able to define and/or recognize the concept or theory) and application (being familiar enough with the concept or theory to apply it to a specific scenario) questions. Quiz content will be based upon the chapter reading to ensure that you understand the concepts to be able to apply to the discussions and journals and, ultimately, to your life. Each quiz is intended to be a self assessment of your understanding of the material.

All quizzes will be available starting Thursday of the week the last related chapter for that quiz is covered and will close on Sunday of that same week by 1159 PM. Questions are presented one at a time. You have to answer the question and save your answer before you move on to the next question. The quizzes are timed, but you should have plenty of time if you're prepared. Each quiz is set for 45 minutes for 20 questions.

The free textbook Student Center is an excellent resource of flashcards and chapter quizzes to help you prepare for the quizzes:

http://bcs.worthpublishers.com/aronson11e/#t_685470
As you’re taking the quizzes, don’t try to flip around in the text as there is too much information and you won’t have enough time. Notes are more efficient. As you read the text, take notes. Organize your notes so you can access them easily and quickly. As you take the quiz you can look up information quickly in your notes.

**Application projects**

These projects provide you with the opportunity to further explore and apply the psychological concepts that we are covering in the course. Since social psychology is an applied field, the goal is to apply what you’re learning from the course to real life around you.

- Follow the instructions provided on the project option.
- Clearly show how it relates to class concepts and content.
- Make specific references to the text, class notes, and/or video.
- Discuss the insights and understandings you’ve gained through completing this assignment to apply the class material.

Make sure to spellcheck your projects before submitting them. Points are deducted for not demonstrating college level/professional writing. Remember that college courses prepare you to be successful in future courses and the workforce.

**Final Reflection and Application Paper**

In lieu of a final exam, you will write a short reflection paper and participate in a final discussion. This final paper will be a culmination of application on what you've gleaned and applied from the course. As we move through the course, pay attention to your insights on what you now are able to understand and see in daily life that relates to social psychology. Also, practice explaining concepts from our course in the discussions and with others around you. Did I warn you that you won't be able to not see the concepts from our course in your daily life. :-() You'll see the details of this paper in Blackboard.

**Proposed Evaluation of Assessments/Assignments**

Grades are based on the quality of your participation in the discussions, quiz results, application projects, and your final paper. Quizzes are graded automatically and discussions within a few days. Projects and the final paper take about a week to give feedback. Be sure to check the gradebook to receive the feedback provided.

**Course Grading Criteria**

In an effort to accommodate the variety of learning styles in this classroom, there are various aspects of the grading system.

Point values are attached to each grade item in the gradebook in Blackboard.

Your grade will be calculated by adding up the number of points that you have earned and dividing by the total points to determine the equivalent letter grade percentage.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Percentage</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion active participation: Introduction + D1-D9</td>
<td>25% of grade</td>
<td>100 points possible</td>
</tr>
<tr>
<td>10 discussions x 10 points each = 100 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter quizzes: Q1-Q5</td>
<td>25% of grade</td>
<td>100 points possible</td>
</tr>
</tbody>
</table>
5 quizzes x 20 points each = 100 points

<table>
<thead>
<tr>
<th>Application projects: P1-P2= 2 projects x 50 points</th>
<th>25% of grade</th>
<th>100 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final reflection and application paper = 100 points</td>
<td>25% of grade</td>
<td>100 points possible</td>
</tr>
</tbody>
</table>

**Late Work and Makeup Policy**

There is inherent flexibility in the online class format so make sure that you’re working on coursework early to prevent any last minute emergencies! 😊

Discussion posts and replies must be done within the specified time period or points will be deducted. In an online class, your frequent and engaged participation is an essential ingredient for your success. Discussion points are all or nothing as they are the interactive portion of the class. If you post both your initial ideas (Thurs. by 11:59 PM) and your responses to others (Sat. by 11:59 PM) and they are substantive posts that contribute to the application of the material, then you will earn full points. You will earn 1/2 points if you are able to post by Thurs. or Sat., but must miss one of them for some reason or if they are not substantive posts. This still enables exploration of the material through discussion and allows you to contribute to the learning environment.

There are no make-up quizzes. Quizzes are only available for a specified time period, so your quiz must be taken within that time frame.

**Academic Grades**

Academic Grade Policies

http://www.linfield.edu/dce/oce-student-guide/policies/academic-grade-information.html

A student’s academic achievement is recorded on the permanent academic record in terms of the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>Excellent comprehension of the material and exceptional performance.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Above average capability and better than normal performance.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Adequate understanding of the material and acceptable performance.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Marginal comprehension of the material and below average performance.</td>
</tr>
<tr>
<td>F</td>
<td>Inability to deal successfully with the material and inadequate performance.</td>
</tr>
<tr>
<td>M</td>
<td>Student has mastered the goals set forth in a course in which the instructor has opted to use mastery grading procedures.</td>
</tr>
<tr>
<td>S</td>
<td>&quot;Satisfactory.&quot; Acceptable understanding of the material and adequate performance. Equivalent to a C or better. There is no GPA calculation for this grade.</td>
</tr>
<tr>
<td>U</td>
<td>&quot;Unsatisfactory.&quot; Marginal comprehension of material and inadequate performance. Equivalent to a C-minus or poorer. Counts as zero quality points in GPA calculation</td>
</tr>
</tbody>
</table>

**Incompletes**

A grade of Incomplete (I) is given only in emergency situations. The student must request an Incomplete in writing and must obtain my permission. All uncompleted work must be completed within the time limits set by the college. If you simply don't turn in the final assignments or the final exam,
your course grade will be calculated with the missed portion counting for 0 points.

**Drops/Withdrawal**
Please note that **it is the student’s responsibility** to initiate a withdrawal, if desired, from this course. If this is not done, I have no choice, but to give a failing grade (F). Students wishing to drop a course must make a formal change with the Registration Office.

**Disability Support**
Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact Cheri White, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Loveridge Hall, Room 24, (503-413-8219). We also encourage students to communicate with faculty about their accommodations.

**Having Trouble?... Online Student Guide and Student Resources (ADP)**
Please do not hesitate to talk with me if you are having trouble in this course. There are many resources available to help you be successful. Some examples are Tutoring, (including eTutoring), Counseling (Walker Hall Room 124, they can be reached by phone at 503-883-2784), Advising, Disability, etc.

Online Student Guide
http://www.linfield.edu/dce/oce-student-guide.html

Student Resources
http://www.linfield.edu/dce/current-students.html

**Successful Online Learner Characteristics**
Successful Online Learner Characteristics
http://www.linfield.edu/assets/files/advising/Prenursing/Succesful%20Online%20Learner%20Characteristics.pdf

**Academic Integrity**
I adhere to the college policy on academic honesty, as published in the Linfield College Course Catalog.

Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college.

Violations of academic integrity include but are not limited to the following:

*Cheating*: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

*Plagiarism*: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.
Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the college’s policy on academic integrity.

Link to Academic Integrity Policy
http://www.linfield.edu/dce/ooe-student-guide/policies.html

Link to Student Behavior/Civility Requirements

**Proposed Course Outline**

The course content and requirements may be adjusted in response to institutional, weather or class situations as needed, with adequate notice to students. Any changes to the schedule will be communicated in Blackboard via announcements and/or email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Topic</th>
<th>Assessments Due by 11:59 PM</th>
</tr>
</thead>
</table>
| 1    | M 1.4- Su 1.10 | 1 and 9 | Introductions  
What is social psychology?  
Social psychology as a science  
- Introduction discussion due **Wednesday**  
- Discussion week 1 chapter 1 initial post due Thursday and replies due Saturday  
- Discussion week 1 chapter 9 initial post due Thursday and replies due Saturday  
- Quiz 1 chapters 1 and 9 due Sunday |
| 2    | M 1.11- Su 1.17 | 2 and 3 | Conformity  
Mass communication, propaganda, and persuasion  
- Discussion week 2 chapter 2 initial post due Thursday and replies due Saturday  
- Discussion week 2 chapter 3 initial post due Thursday and replies due Saturday  
- Quiz 2 chapters 2-3 due Sunday  
- **Project 1-Bystander intervention or persuasion (choice) due Sunday** |
| 3    | M 1.18- Su 1.24 | 4 and 5 | Social cognition  
Self-justification  
- Discussion week 3 chapter 4 initial post due Thursday and replies due Saturday  
- Discussion week 3 chapter 5 initial post due Thursday and replies due Saturday  
- Quiz 3 chapters 4-5 due Sunday |
| 4    | M 1.25- Su 1.31 | 6 and 7 | Human aggression  
Prejudice  
- Discussion week 4 chapter 6 initial post due Thursday and replies due Saturday  
- Discussion week 4 chapter 7 initial post due Thursday and replies due Saturday  
- Quiz 4 chapters 6-7 due Sunday  
- **Project 2-Cognitive dissonance and behavior change due Sunday** |
| 5    | M 2.1- Th 2.4 (Note: short last week!) | 8 | Liking, loving, interpersonal sensitivity  
- Discussion week 5 chapter 8 initial post due Thursday and replies due Saturday  
- **Most valuable learning discussion**  
- Quiz 5 chapter 8 due Sunday  
- **Final Paper** |