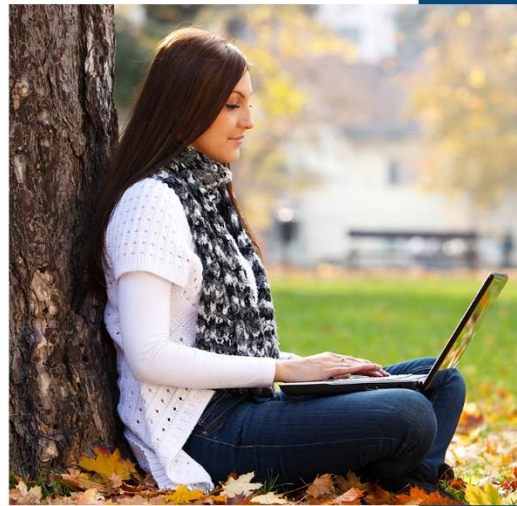
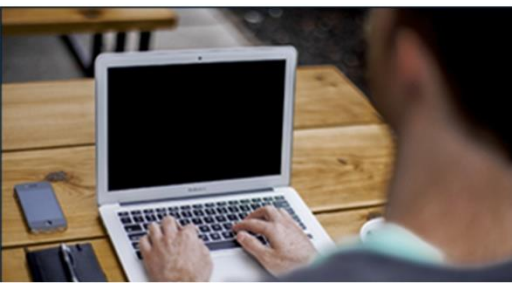




School of
Distance Education
Andrews University

SYLLABUS



**PSYC 450 Social Psychology
Summer 2023**

PSYC 450 Social Psychology

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction.

Prerequisites

PSYC 101 or SOCI 119.

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. (2016). *Social Psychology* (5th ed). W. W. Norton & Co., New York. ISBN: 9780393691054 (this ISBN includes the publisher access and is the only one that should be purchased.)

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 3 hours
- Lectures: 2 hours
- Interactive Discussions: 1 hour
- Quizzes: 1 hour
- Weekly work on Final Paper: 1 hour
- Studying for Upcoming Exams: 1 hours

Program Learning Outcomes

The School for Social and Behavioral Sciences has adopted the American Psychological Association (APA) 2.0 learning goals for all undergraduate psychology majors. The goals represented in this course include:

APA 1.2 - Develop a working knowledge of psychology's content domains (demonstrated through quizzes and exams).

APA 2.2 – Demonstrate psychology information literacy (discussion forms).

APA 2.4 – Interpret, design, and conduct basic psychological research (term paper).

Student Learning Outcomes

- Students will understand the key constructs, theories, and language in the field of social psychology.
- Students will demonstrate an understanding of the methods used in ongoing social psychological research, and the ability to critique these works.
- Students will apply key constructs and theories of social psychology to real-world situations.
- Students will be able to construct their own research study using key constructs from social psychological research and aspects from peer-reviewed research.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, readings from contemporary peer-reviewed research studies, short weekly quizzes on the textbook readings, discussion posts summarizing and critiquing assigned research studies, two exams and one term paper. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors. In this course, you will be asked to discuss the strengths and weaknesses of the assigned peer-reviewed research studies with your classmates each week. In these discussion posts, you should:

- Provide a brief summary of the study and your opinion of it
- Describe how any methods/analysis techniques were appropriate/inappropriate
- Provide a few limitations of the study (if applicable)
- Describe what you would do differently/the same if given the chance

These discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. Discussion posts will be worth 2.5 points and replies to classmates will be worth 2.5 points, for a total of 5 points per week.

Quizzes

Weekly quizzes will be assigned, for each chapter we will be covering in the course. The quizzes will be worth 10 points and consist of 10 questions regarding the readings assigned each week. You will be able to retry these quizzes and use them as a way to prepare for midterm and final exams. Quizzes will be due on the last day of each week.

Term Paper

The final project for this class consists of a term paper. You will have the opportunity to choose between several formats.

Research Project

The first format is a research project that will be submitted in two parts: a proposal in the beginning of the semester, followed by the final draft on the final week of class. **This project may be best suited for psychology majors.** This paper is worth 100 points and will be worth 20% of your grade in this course. The term paper will be a research proposal, in which you provide background for a key issue in social psychology, highlight a gap in previous research, and propose a method for collecting and analyzing information regarding this gap in previous work. This is meant to serve as the foundation of a research proposal and should be submitted as a research paper with an Introduction, Methods, and Analysis section. In the research proposal, you should submit a proposal briefly outlining (in 2 pages or less) the background and issue you are considering studying. You should provide as much specific detail about your project as possible. In the final draft, each section should:

- **Introduction:** provides the background for a key issue in social psychology. You should plan to summarize the issue, provide information regarding previous studies conducted studying this topic, and highlighting a gap in this previous research that can be addressed by your proposal. Be sure to list specific hypotheses and a clear, defined research question.

- **Methods:** provides information regarding how you propose investigating this issue. The Methods section should provide information regarding participants (how many, how you will find participants, etc.), research materials (such as surveys, questionnaires, and any other materials that your participants will receive), and study procedure (how you will collect the data needed for statistical analysis).
- **Analysis:** provides information regarding analysis of study data. For instance, if you are proposing identifying group differences, you might want to describe the setup for an ANOVA (independent and dependent variables, etc). This section should provide enough information that someone else could replicate your exact method of analysis.

Social Experiment Project

The second format you may choose is a paper in the form of a social experiment. Social psychologists sometimes perform social experiments to observe and document social norms and expected behaviors. In this project, you will be asked to design and conduct your own social experiment, and document your findings. One famous social psychology experiment, dubbed the “Elevator Experiment” involved social psychologists intentionally facing the wrong direction in the elevator, and documenting the individuals who followed this cue and also turned to the wrong direction. You might find it interesting to perform this experiment, or something similar, in which you challenge or break a social norm and document the reactions and the social behavior of your surrounding community.

This format should be submitted in two parts: a proposal in the beginning of the semester, followed by the final draft on the final week of class. The proposal should (in no more than 2 pages) outline the social experiment you would like to perform, and briefly describe any scientific merit for this project (if any exists). This paper is worth 100 points and will be worth 20% of your grade in this course.

The final paper should outline the background of your social experiment and why/how it challenges or breaks a social norm. The bulk of the paper, however, should be dedicated to describing your experiment and any observations of reactions/social behavior that you noticed during the experiment. While there is no page requirement for this project, you should be thorough in explaining the background of the project and any observations you made.

Literature Review

The final option for your final paper in this course is a literature review. A literature review is a synthesis of existing peer-reviewed research studies in a particular area. **This option might be good for someone looking to get more research experience.** A literature review should be an outline of a particular area of research (for example, the relationship between co-parenting and marital satisfaction), and summarize what previous studies have found in this area. You should plan to review enough research studies to speak with confidence to what recent findings have shown and to suggest what future research should examine.

This format should be submitted in two parts: a proposal in the beginning of the semester, followed by the final draft on the final week of class. The proposal should (in no more than 2

pages) outline the literature review you would like to perform, and briefly describe the area of research you would like to review. This paper is worth 100 points and will be worth 20% of your grade in this course.

The final paper should outline the background of your chosen area of research and summarize what previous studies have found. The bulk of this paper should be dedicated to summarizing and synthesizing results from previous studies that have examined the area you have chosen. While there is no page requirement for this project, you should be thorough in explaining the background of the project, the finding of any studies you review, and highlighting areas you believe warrant future investigation.

Exams

There are 2 exams in this course. The midterm or first exam covers material from Chapters 1-7, is made up of multiple-choice questions and is worth 100 points. You will be allowed 90 minutes to take this exam. This exam is worth 20% of your grade. The final or second exam covers material from Chapters 8-14, is made up of multiple-choice questions and is worth 100 points. You will be allowed 90 minutes to take this exam. This exam is worth 20% of your grade. Both exams must be taken under the supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 15 – 18	Introduction to Social Psychology	<u>Watch:</u> Lesson 1: Introduction to Social Psychology <u>Read:</u> Chapter 1, Gilovich 5E	Discussion Forum 1 InQuizitive: Chapter 1 Due Thurs, May 25, 11:59 pm	SLO 1
2 May 19 – 25	Methods in Social Psychology The Social Self	<u>Watch:</u> Lesson 2: Methods in Social Psychology Lesson 3: The Social Self <u>Read:</u> Chapter 2, Gilovich 5E Article: Świątkowski and Dompnier (2017) Chapter 3, Gilovich 5E Article: Schlosser (2020)	Discussion Forum 2 InQuizitive: Chapter 2 Discussion Forum 3 Term Paper Proposal InQuizitive: Chapter 3	SLO 1, 2, 3, 4
3 May 26 – June 1	Social Cognition	<u>Watch:</u> Lesson 4: Social Cognition <u>Read:</u> Chapter 4, Gilovich 5E Article: Sterling, Jost, & Bonneau (2020)	Discussion Forum 4 InQuizitive: Chapter 4	SLO 1, 2, 3
4 June 2 – 8	Social Attribution Emotion	<u>Watch:</u> Lesson 5: Social Attribution Lesson 6: Emotion <u>Read:</u> Chapter 5, Gilovich 5E Article: Nguyen, Croucher, Diers-Lawson, & Maydell (2021) Chapter 6, Gilovich 5E Article: Weiss, Forkus, Contractor, Darosh, Goncharenko, & Dixon-Gordon (2019)	Discussion Forum 5 InQuizitive: Chapter 5 Discussion Forum 6 InQuizitive: Chapter 6	SLO 1, 2, 3
5 June 9 – 15	Attitudes, Behavior, and Rationalization	<u>Watch:</u> Lesson 7: Attitudes, Behavior, and Rationalization <u>Read:</u> Chapter 7, Gilovich 5E	PROCTORED Midterm Exam (Chapters 1 – 7)	SLO 1 SLO 1, 2, 3 SLO 1, 2, 3

Week	Lessons	Readings	Assignments	Outcomes Met
6 June 16 – 22	Persuasion Social Influence	<u>Watch:</u> Lesson 8: Persuasion Lesson 9: Social Influence <u>Read:</u> Chapter 8, Gilovich 5E Article: Matz, Kosinski, Nave, & Stillwell (2017) Chapter 9, Gilovich 5E Article: Perry, G., Brannigan, A., Wanner, R. A., & Stam, H. (2020)	Discussion Forum 8 InQuizitive: Chapter 8 Discussion Forum 9 InQuizitive: Chapter 9	
7 June 23 – 29	Relationships and Attraction	<u>Watch:</u> Lesson 10: Relationships and Attraction <u>Read:</u> Chapter 10, Gilovich 5E Article: Papp, Liss, Erchull, Godfrey, & Waaland-Kreutzer (2017)	Discussion Forum 10 InQuizitive: Chapter 10	SLO 1, 2, 3
8 June 30 – July 6	Stereotyping, Prejudice, & Discrimination Groups	<u>Watch:</u> Lesson 11: Stereotyping, Prejudice, & Discrimination Lesson 12: Group <u>Read:</u> Chapter 11, Gilovich 5E Article: Kim, Lu, & Stanton (2021) Chapter 12, Gilovich 5E Article: Bekafigo, Stepanova, Eiler, Noguchi, & Ramsey (2019)	Discussion Forum 11 InQuizitive: Chapter 11 Discussion Forum 12 InQuizitive: Chapter 12	SLO 1, 2, 3
9 July 7 – 13	Aggression	<u>Watch:</u> Lesson 13: Aggression <u>Read:</u> Chapter 13, Gilovich 5E Article: Ferguson & Wang (2019)	Discussion Forum 13 InQuizitive: Chapter 13	SLO 1, 2, 3
10 July 14 – 20	Altruism & Cooperation	<u>Watch:</u> [video] <u>Read:</u> Chapter 14, Gilovich 5E Article: Ruffle & Sosis (2020)	Discussion Forum 14 InQuizitive: Chapter 14	SLO 1, 2, 3
11 July 21 – 27	Application Module: Social Psychology and the Law	<u>Watch:</u> Lesson 15: Application Module: Social Psychology and the Law <u>Read:</u> Application Module 3, Gilovich 5E	Term Paper Due	SLO 4
12 July 28 – August 4	PROCTORED FINAL EXAM (Chapter 8-14) (Final Exam needs to be completed by Thursday, August 3, 11:59 p.m.)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
26%	Quizzes: weekly quizzes regarding assigned reading
14%	Discussion posts: weekly discussion posts regarding assigned peer-reviewed papers
40%	Exams: A midterm and final exam
20%	Term paper: A research paper you will design
100%	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.