SOCIAL PSYCHOLOGY
PSYC 305 – 001 (3 credits) Fall 2016

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Phone: 323-2636 (work), (704) 243-2011 (home - up to 9:30 p.m.);
E-mail: nelsond@winthrop.edu; Fax: 323-2371

Office Hours:  Drop-in hours:  M 8:25-8:55 & 10-11:30 AM; T 8:25 - 9:25 AM,
               R 8:25-9:25 AM
               Appointments: I am available for appointments M-F. Please see me after
               class, or get in touch via phone or e-mail to schedule a meeting.


Class Listserv:  psyc305001@class.winthrop.edu

Course Description & Goals
This course will provide an in-depth review of the main concepts, theories, and empirical findings in the field of
social psychology. We will reflect on the relevance of social psychological phenomena in our daily lives and the
scientific basis of the discipline. The course meets multiple Department of Psychology goals for student learning
(see http://www2.winthrop.edu/psychology/ for additional information).

Learning Objectives
By the end of the semester, students should demonstrate:
• Knowledge of the major content areas of social psychology.
• Knowledge of the methods that social psychologists use to approach these topics.
• Knowledge of historical and current research findings in social psychology.
• An ability to think critically about social psychological theories and research findings.
• An ability to effectively articulate empirical and/or theoretical ideas using proper grammar
  and a scientific style of writing.
• An ability to apply course concepts in meaningful ways.
• A greater understanding of the behavior and mental processes of the self and others.
These objectives will be obtained through readings, written assignments, class discussions, group
activities and research or service experiences. The objectives will be assessed through examinations,
written assignments and contributions made during class discussions and activities.

Tests and Final Exam
There will be four tests administered during the semester covering material presented in class and the
text. The course materials will be divided into four “modules” and each test will cover one module.
The tests will include a combination of multiple choice and essay items and will be worth 100 points
each. In addition, a multiple choice cumulative final exam will be given during finals week and is
worth 100 points Final grades will incorporate each student’s highest three test scores & the final
exam score. Thus, students can drop their lowest test grade (test 1, 2, 3 or 4). The cumulative final is
mandatory & that score cannot be dropped. Make-up exams will be given to students only in cases of
excused absence (e.g., for verifiable medical emergencies with prompt notification).
**Homework**
Students will be asked to complete 8 graded homework assignments worth 10 points each. The homework will help students prepare for class discussions and increase understanding of concepts. Homework should be submitted through Blackboard and instructions for accessing this system will be provided.

**Grading Process for Homework:**
- 10 points will be awarded if the homework is handed in on-time, all questions are answered and the responses reflect outstanding effort & mastery of concepts.
- 8 points will be awarded if the homework is handed in on-time, all questions are answered and the responses meet reasonable expectations for effort & mastery.
- 5 points will be awarded if the homework meets the above criteria but is handed in late. The deadline for late homework is one week after the original due date.
- 0 points will be awarded if the homework is not handed in within one week of the due date. Furthermore, no points will be awarded if the homework reflects minimal effort.

**Final Paper Assignment**
Students will be required to select one of the following final paper options.

**Option 1: Service Learning**
- This option requires students to complete an approved service learning project and write an in-depth paper linking course concepts to the experience.

**Option 2: Research Proposal**
- This option requires students to design a study to test a specific social psychological research question and to prepare a supporting scientific paper.
  - Papers for each option must be written according to APA format.
  - *Students will be given the option of working in small groups (up to 3 persons) or independently.*
  - *Additional details for both assignments are presented in separate handouts.*

**Students with Disabilities**
Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Accessibility Services (OA) at 803-323-3290, or at accessibility@winthrop.edu. Once you have your official notice of accommodation, please inform me as early as possible in the semester.

**Class Attendance and Participation**
An important aspect of this class will be active involvement in class discussions and group activities. Students will receive an attendance & participation grade worth 20 points. Students are expected to arrive on time, engage in positive participation behaviors and refrain from engaging in negative participation behaviors. The College of Arts and Sciences’ policy for the appropriate use of hand-held and wireless technologies will be in effect for this class. Please refer to the following link for details: http://www2.winthrop.edu/artscience/AppropriateUseApprovedPolicyMar2010.pdf. Students who exhibit poor participation behaviors that inhibit learning (e.g., texting) will not receive points that day toward the attendance and participation grade. The University attendance policy will be in effect. Specifically, if a student’s absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the
withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the university catalog, a grade of F or U shall be assigned.

**Academic Integrity**

Winthrop University students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity. As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook at [http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf](http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

**Exam Review Sheets**

I have developed open-ended review questions for each class topic to help students master all the material that will be covered on exams. These questions will be posted on Blackboard well in advance of exams and students are encouraged to develop thorough answers to these questions as an effective study strategy to prepare for each test.

**Practice Tests**

I have developed practice quizzes for each exam to provide examples of the types of questions students can expect to see on exams. Each practice quiz will be posted on Blackboard and scores will be for learning purposes only and will not count toward your course grade.

**Evaluation of Student Learning/ Course Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 highest test scores</td>
<td>300</td>
</tr>
<tr>
<td>(100 points each exam - 3 X 100)</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>80</td>
</tr>
<tr>
<td>Final project</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; participation</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600</td>
</tr>
</tbody>
</table>

Grades are based on the percent of total points earned

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 - 93.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 89.4%</td>
</tr>
<tr>
<td>B</td>
<td>83.5 - 86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 - 83.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5 - 79.4%</td>
</tr>
<tr>
<td>C</td>
<td>73.5 - 76.4%</td>
</tr>
<tr>
<td>C-</td>
<td>70.5 - 73.4%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5 - 69.4%</td>
</tr>
<tr>
<td>D</td>
<td>63.5 - 66.4%</td>
</tr>
<tr>
<td>D-</td>
<td>60.5 - 63.4%</td>
</tr>
<tr>
<td>F</td>
<td>59.4% and below</td>
</tr>
</tbody>
</table>
# CLASS SCHEDULE

## MODULE 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Material</th>
<th>Powerpoint #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction to Social Psychology</td>
<td>Chapter 1 pages 2-16</td>
<td>1</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Research Methods in Social Psychology</td>
<td>Chapter 1 pages 16-29</td>
<td>2</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Self-Concept</td>
<td>Chapter 2 pages 33-49</td>
<td>3</td>
</tr>
<tr>
<td>Sept  1</td>
<td>Self-Esteem</td>
<td>Chapter 2 pages 50-70</td>
<td>4</td>
</tr>
<tr>
<td>Sept  6</td>
<td>Impression Management</td>
<td>Chapter 2 pages 71-74</td>
<td>5</td>
</tr>
</tbody>
</table>

**Module 1 Important Dates:**
- Homework 1 due Sept 1
- Homework 2 due Sept 6
- Module 1 Test – September 13th

## MODULE 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Material</th>
<th>Powerpoint #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept  15</td>
<td>Social Beliefs &amp; Biases</td>
<td>Chapter 3 pages 78-99</td>
<td>6</td>
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<tr>
<td>Sept  20</td>
<td>Attribution Processes &amp; Errors</td>
<td>Chapter 3 pages 100-109 &amp; Ch 14 pp. 528-545</td>
<td>7</td>
</tr>
<tr>
<td>Sept  22 &amp; Sept 27</td>
<td>Attitudes and Behavior</td>
<td>Chapter 4 pages 119-148</td>
<td>8</td>
</tr>
<tr>
<td>Sept  29</td>
<td>Persuasion</td>
<td>Chapter 7 pages 226-263</td>
<td>9</td>
</tr>
</tbody>
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**Module 2 Important Dates:**
- Homework 3 due Sept 27
- Homework 4 due Oct 4
- Module 2 Test – October 4
### MODULE 3

**Oct 6**
**Conformity**  
Read Chapter 6 pages 188-195; 208-223 & Ch 5 pages 152-162; Powerpoint #10 “Conformity”

**Oct 11**
**Obedience**  
Read Chapter 6 pages 196-207; Powerpoint #11 “Obedience”

**Oct 13**
**Aggression**  
Read Chapter 10 pages 354-391; Powerpoint #12 “Aggression”

**Oct 18**
**Helping**  
Read Chapter 12 pages 440-479; Powerpoint #13 “Altruism”

**In-class Review**

**Module 3 Important Dates:**  
Homework 5 due Oct 13  
Homework 6 due Oct 18  
Module 3 Test - Oct 20

### MODULE 4

**Nov 1**
**Group Dynamics**  
Read Chapter 8 pages 266-303; Powerpoint #14 “Groups”

**Nov 3 & Nov 10**
**Prejudice**  
Read Chapter 9 pages 309-351; Powerpoint #15 “Aggression”

**Nov 15**
**Gender, Genes & Culture**  
Read Chapter 5 pages 162-183; Powerpoint #16 “Gender & Culture”

**Nov 17 & 20**
**Attraction, Intimacy & Love**  
Read Chapter 11 pages 394-437; Powerpoint #17 “Attraction & Love”

**Module 4 Important Dates:**  
Research/Service Project planning days - Oct. 25 & Oct. 27  
Homework 7 due Nov 15  
Homework 8 due Nov 29  
Module 4 Test - Dec 1 (last day of classes)

**Modules 1-4 Review & Final Exam**

**In-class cumulative review – November 29**  
**Final Exam & Papers Due – Dec 8 at 11:30 am**

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**Syllabus change policy** The syllabus describes the course as I expect it to be. Changes or adjustments may be made if needed with timely notification.
PSYC 305 - FINAL PROJECT - Research Proposal Option

Students choosing this option will work individually or in small groups to develop and propose a research study that tests a social psychological question. The project should investigate one or more fundamental social psychological topics (e.g., interpersonal attraction, stereotyping). Students will be asked to submit a formal paper proposal that describes the proposed study in detail. The paper should be approximately 6-8 pages (double-spaced, typed) and should follow APA format.

Paper Requirements

The paper must include the following (in this order):

1. Abstract – a summary of the study’s purpose and expected findings (120 words or less).
2. Introduction - a theoretical introduction to the relevant social psychological phenomenon including at least 5 scholarly empirical citations and a description of research hypotheses (minimum 2.5 pages typed).
3. Method - a description of the research methodology proposed to test specific predictions.
4. Results - a detailed description of the data that would be collected and the manner in which it would be analyzed.
5. Discussion - a concluding section that explains how the expected findings relate to relevant theory/research as well as practical (real-world) implications.
6. An appendix that includes a copy of any materials.

Worth 100 points

* Note: All ideas must be approved by the instructor in advance. Please see me for assistance with the assignment. Rubrics and additional instructions will be distributed in class.
PSYC 305 - FINAL PROJECT - Service Learning Option

Students choosing this option will be required to complete a minimum of 3-5 hours of volunteer service to benefit our community. One way to fulfill this requirement would be to work individually or in small groups to design and implement your own service project. Another possibility is to contact Ms. Laura Foster at the Center for Career and Civic Engagement, to obtain a list of appropriate sites where you may volunteer to serve members of our community. Ms. Foster may be contacted at fosterl@winthrop.edu or you may visit 129 Crawford Bldg.

After completion of the service, students should write a 6-8 page (typed and double-spaced) thought paper reflecting on the experience and linking it to course theories/concepts.

Paper Requirements

The paper must include the following (in this order):

1. Abstract – a brief summary of the service project and its relevance to course concepts (120 words or less)
2. Introduction – a review of at least two social psychological theories/concepts that are relevant to your service experience, including at least 4 scholarly citations. For example, you could consider how the social interactions you observed during the service experience illustrate theories of prejudice, interpersonal attraction or attitude change, etc. (minimum 2 pages typed).
3. Method – an overview of the service you provided explaining what needs you addressed and a description of specific observations you made that illustrate the link between social psychology and the service experience.
4. Discussion - a description of how your experience affected you and a consideration of what you learned about social psychology that you didn’t already know.
5. An appendix that includes a copy of service documentation.

Worth 100 points.

* Note: All projects must be approved by the instructor in advance. Please see me for assistance with the assignment. Rubrics and additional instructions will be distributed in class.