**Note all students enrolled in this course must also register for a McGraw Hill Connect online learning system designed for this course. Students should register using the registration sheet under Getting Started in Content.**

**Office Hours:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Appointment</td>
<td>8:00am-11:00am</td>
<td>3-5pm</td>
<td>By Appointment</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

**General Course Description:** Study of how thoughts, feelings, and behaviors of individuals relate to and are influenced by the presence of others. Topics include conformity, aggression, interpersonal attraction, close relationships, social cognition, attitudes, stereotypes, prejudice, and group and intergroup behaviors. Prerequisite: Sophomore standing or above.

<table>
<thead>
<tr>
<th>Program Learning Outcomes: PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

**General Education Core Curriculum Objectives:**

No core curriculum objectives are assessed in this course.

**Student Learning Objectives (SLOs):**

After completing this course you should be able to:

- interpret and critically analyze the major theories, constructs, and research studies which contribute to the division of psychology devoted to social aspects
- apply the theories and constructs reviewed in class to real-world events and everyday experiences
- evaluate human behavior as it relates to social influence, social motivation, personality, attraction, and interpersonal relationships.
• understand gender and cultural differences in society

Required Texts, Readings, and Resources:
• You can purchase the e-book and the McGraw Hill Connect access with LearnSmart as a package. You DO NOT have to purchase the textbook in addition to the e-book. This way, you won’t be spending more than you typically would for a text in your other classes.

You will also utilize McGraw-Hill’s Connect and LearnSmart online learning systems for this course. You may purchase access with the e-book at the bookstore or by visiting the website below.


This course will also utilize the Desire2Learn learning online management system for exams, assignment submission, grade reporting, and course communication. The Desire2Learn page for this class will be used to post course documents such as the course syllabus, supplementary readings, and notes.

Assignments:

LearnSmart Assignments for Myers Chapter Readings. To ensure that students read and can apply concepts reviewed in the Myers text, students are required to complete Learn Smart Readings for each of the assigned Myers Chapters. These assignments will be completed in the Connect online learning system. These reading assignments include review questions to test understanding of chapter material. Completing these review questions is one of the best ways to prepare for the exams in this course. Each of the Learn Smart Assignments is worth 5 points. They each should take 30-60 minutes to complete. These reading assignments are listed in the course schedule.

Connect Learning Activities. Also in Connect, students will be required to complete interactive learning assignments to provide additional practice applying key concepts from the Myers Chapter readings. These assignments will range from 3 to 24 points each, and will include Video, Classification, Labeling, Concept Clip Article Reactions, Interactive, and NewsFlash activities. These assignments are listed in the course schedule.

Evaluations: There will be 5 exams throughout the semester. There is no comprehensive final. The exams will cover Myers book and article reading material and information from the notes presented with each unit. Exams will include multiple-choice and fill-in-the-blank questions. Each exam is worth 50 points. They can be accessed under Quizzes in the course D2L page. If you miss an exam, proof of illness or death of family member/friend will be required for a makeup. Please see the course schedule for these specific dates.

Deadlines: All deadlines for this course are hard deadlines. This means that points will be lost for late assignments without documented excuses (e.g., a signed note from a medical doctor or other proof of illness or death of a family member). Deadlines for all assignments are indicated clearly in the course schedule. Please do not email Dr. Savoy regarding a makeup unless you have a documented excuse. No credit will be given for late work without documented excuses. This means that you should attend to
the deadlines in your course schedule very carefully. **The deadlines you need to pay most attention to are those listed in your course schedule. If you follow these, you won’t lose points.**

Your course grade will be based on the number of points that you earn on all course assignments. There will be 5 exams worth 50 points each, 12 Learn Smart Assignments worth 5 points each, and 16 Connect Learning Activities worth 266 points total. The total number of possible points for the course is thus 576. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Percent</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>518.4</td>
<td>460.8</td>
<td>403.2</td>
<td>345.6</td>
<td>&lt;<em>345.6</em></td>
</tr>
</tbody>
</table>

To earn a specific letter grade, you must meet the minimum point total for that grade. For example, if you earn 459.8 points, your letter grade will be a C; it will not be raised to a B. There are no exceptions to this policy.

**Academic Integrity (A-9.1):** You are responsible for making yourself aware of and understanding the policies and procedures in the Student Handbook Cheating and Plagiarism Policy (A-9.1) that pertains to Academic Integrity.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

**Procedure for Addressing Student Academic Dishonesty**
A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student(s) involved, and initiate the following procedure:
- The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. The faculty member shall inform the student(s) of the procedure for addressing academic dishonesty, as well as the appeals process.
- After hearing the student(s)’ explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will inform the student(s) what action will be taken. Penalties may include reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, or failure of the course. The faculty member may consult with the academic unit chair/director and dean in making these decisions.
- After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student’s major by submitting a Report of Academic Dishonesty, along with supporting documentation as noted on the form. This report shall be made part of the student’s record and shall remain on file with the dean’s office for at least four years.
- Upon second or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.

**Student Appeals**
These steps are to be followed when making an academic appeal:
1. In the event of course-related disputes, the student must first appeal to the instructor within thirty (30) calendar days after the first class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit chair/director.
2. If the dispute is not resolved, the student may appeal in writing, stating the specific issues, to the instructor’s academic unit chair/director. The academic unit chair/director shall request a written statement from the faculty member. The academic unit chair/director shall provide both parties with a written recommendation for resolution.

3. If the dispute is still unresolved after appeal to the academic unit chair/director, the student or faculty member may appeal in writing to the instructor’s dean. The dean will notify the other party of the continuation of the appeal and provide all parties with a written recommendation after reviewing all documentation.

4. If the dispute is still unresolved after appeal to the dean, the dean may refer the appeal to the college council. If the college council has no student members, the dean will ask the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council will review all documentation and submit its recommendation to the dean.

5. If a resolution of the matter is still not reached, the student or the faculty member may appeal in writing to the provost and vice president for academic affairs. The dean’s written recommendation in addition to all documentation will be submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs in the appeal process. The provost and vice president for academic affairs will evaluate all documentation and any additional oral presentations from the student and faculty member.

6. The provost and vice president for academic affairs will inform the student and all persons involved in the appeal process of the final recommendation.

A student or faculty member shall have ten (10) business days from the conclusion of each step in which to appeal to the next level. A faculty member, after considering the outcome of the appeals process, shall retain complete academic freedom, including the right to assign semester grades.

**Incomplete or Grade Withheld: Semester Grades Policy (A-54):** In keeping with the University’s policy on the grade of Incomplete, a grade of WH will NOT be given as a substitute for a failing grade – the failing grade stands. Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the term. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
<table>
<thead>
<tr>
<th>Module</th>
<th>Due Date</th>
<th>Assigned Tasks</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Module 1 | 8/28    | • Review Getting Started Materials & Read Syllabus  
Sign up for connect using the registration handout in D2L (under Getting Stated in Content) | Course Orientation and Syllabus Review & Introduction to Social Psychology |
|         | 9/4      | • Complete Learn Smart Reading for Myers Ch. 1  
• Look over Ch. 1 notes  
• Complete Connect Concept Clip: Correlation | |
| Module 2 | 9/11    | • Complete Learn Smart Reading for Myers Ch. 2  
• Look over Ch. 2 notes  
• Complete Connect NewsFlash Activity: Narcissism and College Students | The Self |
|         | 9/20    | Exam 1\n• Complete Learn Smart Reading for Myers Ch. 3  
• Look over Ch. 3 notes  
• Complete Connect Concept Clip: Fundamental Attribution Error | Social Cognition |
| Module 3 | 9/25    | • Complete Learn Smart Reading for Myers Ch. 4  
• Look over Ch. 4 notes  
• Complete Connect Concept Clip: Cognitive Dissonance  
• Complete Connect Video Activity: Roleplaying: The Power of the Situation | Attitudes, Person Perception, Self-Fulfilling Prophecies & Social Rejection |
| Module 4 | 10/2    | • Complete Learn Smart Reading for Myers Ch. 7  
• Look over Ch. 7 notes  
• Complete Connect Labeling Activity: Six Persuasion Principles  
• Complete Connect NewsFlash Activity: How the Sleeper Effect Works | Persuasion and Attitude Change |
|         | 10/4    | Exam 2 | |
| Module 5 | 10/9    | • Complete Learn Smart Reading for Myers Ch. 7  
• Look over Ch. 7 notes  
• Complete Connect Labeling Activity: Six Persuasion Principles  
• Complete Connect NewsFlash Activity: How the Sleeper Effect Works | |
| Module 6 | 10/16 | • Complete Learn Smart Reading for Myers Ch. 9  
       |       | • Look over Ch. 9 notes | Prejudice & Sterotypes |
| Module 7 | 10/23 | • Complete Learn Smart Reading for Myers Ch. 6  
       |       | • Look over Ch. 6 notes  
       |       | • Complete Connect Video Activity: Candid Conformity  
       |       | • Complete Connect NewsFlash Activity: The Power of Peer Pressure | Conformity |
| Module 8 | 11/1 | • Complete Learn Smart Reading for Myers Ch. 8  
       | 11/6 | • Look over Ch. 8 notes  
       |       | • Complete Connect Classification Activity: Theoretical Analysis of Group Think | Social Facilitation, and Group Influence |
| Module 9 | 11/13 | • Complete Learn Smart Reading for Myers Ch. 11  
       |       | • Look over Ch. 11 notes  
       |       | • Complete Connect Concept Clip: Sternberg’s Triangular Theory of Love  
       |       | • Complete Connect Interactive Activity: Mate Selection  
       |       | • Complete Connect NewsFlash Activity: Evolution and Bad Boyfriends | Attraction & Relationships |
| Module 10 | 11/15 | Exam 4 |   |
| Module 10 | 11/15 | Exam 4 |   |
| Module 10 | 11/27 | • Complete Learn Smart Reading for Myers Ch. 12  
       |       | • Look over Ch. 12 notes  
       |       | • Complete Connect Video Activity: Darley & Latané’s Bystander Effect | Helping and Prosocial Behavior |
| Module 11 | 12/4 | • Complete Learn Smart Reading for Myers Ch. 16  
• Look over Ch. 16 notes | Applying Social Psychology to Solve Social Problems |
| --- | --- | --- | --- |
| 12/6 | • Complete Learn Smart Reading for Myers Ch. 14  
• Look over Ch. 14 notes  
• Complete Connect Video Activity: Adolescent Loneliness  
• Complete Connect NewsFlash Activity: Loneliness is a State of Mind | | |
| 12/11 | **Exam 5** | | |