SOCIAL PSYCHOLOGY (ONLINE)
PSY 311 - SECTION 916
SUMMER II 2020

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Office Hours: By appointment  
Course website: https://d2l.sfasu.edu/

COURSE DESCRIPTION

The 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.

PREREQUISITES

PSY 133 and sophomore standing or consent of instructor.

REQUIRED READING

Supplemental articles and chapters for each module will be posted to Brightspace. The typical reading load will be about 2-4 articles per module. This is not a light load; you should be prepared to spend several hours completing and considering the reading for each module. The reading list is not comprehensive, as a thorough coverage of the theoretical and empirical literature would require many, many more readings! The topics that we cover and the relevant readings have been selectively chosen from many possible topics and readings. The primary goal in the selection process was to sample from contemporary and classic work within the social psychology literature.

PROGRAM LEARNING OUTCOMES

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

By the end of this course, students will:
1. Demonstrate familiarity with major psychological concepts, theoretical perspectives, and empirical findings/historical trends within the realm of social psychology;
2. Understand basic research methods, data analysis, and interpretation of results in order to be a critical consumer of social psychological information;
3. Apply psychological principles learned in this class in the evaluation of human behavior in relation to social influence, motivation, personality, and interpersonal relationships; and
4. Apply the theories and concepts learned in class to real world experiences.

COURSE REQUIREMENTS

1. **Attendance**: Attendance (i.e., logging into the course Brightspace site) is mandatory, because you need to be active participants in this course. Discussions and class exercises may be the most valuable part of your learning.

2. **Assigned Reading and Viewing**: You are responsible for reading or viewing the assigned materials, in their entirety, prior to the completion of the quiz for which they are assigned. For each module, come to class ready to teach us something you’ve learned from the readings, and with at least a couple sentences or passages that you’d like to discuss. If everyone is prepared it will be easier for you to participate actively and comfortably in class, which will affect your participation grade. Read the assigned readings very carefully and aim for a good conceptual and practical understanding.

3. **Class Participation**: Discussions will take place throughout the semester and will form your class participation grade. Class participation includes sharing your reactions to the readings and discussion prompts, asking questions, and formulating concerns or reflecting on issues that you find important given your own identity. Regardless of what professional role(s) you adopt in the future, it will be important for you to communicate your ideas and knowledge (and confusions) to others. Participation is a skill set that you can learn and develop, whether you come by it naturally or not. In this course we all share the responsibility for making discussions and exercises useful. Although grading class participation is subjective, it is not arbitrary. Please refer to the grading rubric (posted on Brightspace) to examine the kinds of things I will be considering when assigning participation grades. Note: Discussion posts may be graded automatically by Brightspace or en masse and then adjusted manually by the instructor according to the grading rubric. Thus, an initial grade may be different from (i.e., higher than) the adjusted, final grade.

4. **Module Quizzes**: Quizzes will take place at the end of each corresponding module. Each quiz will be worth 20 points (10 items per quiz * 2 points per item) and will be comprised of material from weekly readings and modules. You will have an opportunity to complete each module quiz twice, with the highest score counting toward your grade. You will be given 10 minutes per attempt (with a 1-minute grace period), after which the quiz will lock and no
further progress can be made. Quizzes must be completed before the end date and time of the associated module; **there is no opportunity to make up a missed quiz.** Remember that there are many points to be earned in the course, and missing a single quiz is unlikely to drastically affect your grade. Each quiz appears at the end of the module, so be sure to leave enough time to review the content and take the quiz before the module closes.

5. **Final Exam:** There will be a cumulative final exam that will assess your comprehensive knowledge of content from the course. The exam is worth 100 points (50 items * 2 points per item), will consist primarily of multiple-choice and true/false questions, and will be based on material from the weekly readings and modules. The final exam must be taken during the scheduled class period. Information about missed exams can be found under “Course Policies.”

6. **Extra Credit:** You will start the class with 3 extra credit points. Each time you e-mail me with a question that can be found and answered in the syllabus, you will lose points. This is intended to cut down on the number of e-mails I receive in which students ask questions I have already answered here. You can lose up to but no more than all 3 extra credit points. You should feel free to ask questions if you have them. However, my time is a valuable resource, and the more time I spend re-answering questions, the less time I can devote to assisting students outside class, responding to discussion posts, etc. If you have questions, please ask—just be sure to check the syllabus first!

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>40 points</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>260 points</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Your grade (as a percentage) = \( \frac{\text{All Assignments} + \text{Extra Credit}}{400} \)

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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Except in cases in which your final grade has been calculated in error, do not e-mail me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade. You receive the grade you ultimately earn. Standard rounding rules apply (.5 and above).

**DOING WELL IN THIS COURSE**

Doing well in this course requires hard work, patience, and self-discipline. I strongly suggest you spend time each day reviewing and practicing this material. Cramming is ineffective because it exposes you to information at a shallow, superficial level. Research in cognitive psychology shows that deep processing—processing information in a meaningful way and linking concepts to previous knowledge—increases learning (Chew, 2008). Learning this material will be difficult if you cram and process it at a shallow level. To steadily reinforce your knowledge, you should read the readings
closely, connect concepts in meaningful ways (either to class examples or to your own life), and space out your studying. Allow yourself enough time for this process (i.e., don’t begin studying for a quiz the day of the quiz!). If you are having difficulty understanding a concept, try not to get frustrated or defensive. Relax, take a deep breath, and be persistent. If you put in the work, you will likely reward yourself with a good grade and foundational knowledge of social psychology.

COURSE POLICIES

E-mail/Course Website: E-mail is the best way to contact me. Send e-mails through the course Brightspace website. In case of an emergency, please send e-mails to conlonke@sfasu.edu and include “Social Psychology, Section 916” in the subject line.

I will send e-mails periodically with announcements about the class. It is imperative that you check your Brightspace e-mail account regularly. I will post class materials on Brightspace; I advise you to check it at least once a day. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk immediately at https://www.sfaonline.info/supportandtutorials- or call (936) 468-1919.

Late/Missed Assignments Policy: All work must be submitted via Brightspace by the due date and time indicated in Brightspace. If you turn in assignments late, you run the risk of not getting feedback in addition to losing points.

Missed Exam(s) Policy: Do not miss an exam unless it is unavoidable and for a legitimate reason (e.g., observance of religious holidays, documented medical excuses, or other documented crises). If you must miss an exam, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness or medical emergency), contact me as soon as you can after the exam. I may ask for documentation that I can keep for my records to show that your missing the exam was for a legitimate reason, but contact me in any case whether the reason for missing was legitimate or not. I reserve the right to determine what constitutes a valid and acceptable excuse.

I provide make-up exams only to students who can document their reason(s) for missing an exam. This policy applies to all students, regardless of circumstance, and ensures that make-up exams are given in a fair and consistent manner. If allowed to make up an exam, you will be expected to do so as soon as possible. In most cases this will be no later than during my next office hour following the day of the exam, but absolutely no later than one week following the original exam date (except in extreme circumstances). This is to ensure that you do not fall too far “behind” in the course. If allowed a make-up exam, you will be given a different version from what is given during the regular exam period.

If you need to reschedule an exam due to travel, you must provide documentation that travel plans were arranged before the start of the semester (July 7, 2020) and notify me of your travel plans by July 8, 2020. Do not schedule personal travel during the final week of the semester and hope or expect that I will reschedule your exam around your travel plans; I will not. Make-up final exams may not be an option due to the immediacy of the grade deadline.
Responsibility Statement and Disclaimer: You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course Brightspace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. I am not responsible for, nor will I be expected to accommodate missed, late, or incomplete work as a result of technological issues you experience. Please ensure that you possess the technological capability to complete this course. If you disagree with the policies described in this syllabus, you should drop the course. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

Classroom Etiquette: I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrespectful communication (i.e., rude or aggressive tone in discussion posts or e-mail), using the course website and materials for non-class related purposes, tardiness to Zoom meetings, talking while another student is talking or while I am lecturing during Zoom meetings, or breaking the Student Conduct Code. Students engaging in uncivil or disruptive behavior may be removed from the class. Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Statement of Usage: Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course for non-instructional purposes is strictly prohibited and may be prosecuted under applicable policies or laws. By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose.

As a courtesy, Zoom-recorded (lecture) videos automatically produce audio transcripts (Otter.ai™) that attempt to capture and translate the speaker’s exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Conlon has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Conlon is not responsible for any transcription errors or misinterpretations by the user.
**Academic Integrity (A-9.1):** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself, and me enough not to participate in academic dishonesty.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) 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: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at: [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Disputes About Course Grades:** Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a grade, please refer to the University policy: [http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf)

**Withheld Grades Semester Grades Policy (A-54):** 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 semesters, 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:** 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 semester. 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/)

**F-1 Visa Holders:** There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance: [http://sfaonline.sfasu.edu/f1visaholders.html](http://sfaonline.sfasu.edu/f1visaholders.html)
IMPORTANT UNIVERSITY DATES

July 7          Classes begin
July 8          Last day to register
July 30         Last day to withdraw from the University without WP or WF
                 Last day to drop courses
August 6        Last day to withdraw from the University
August 12       Grades due

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advance notice. I reserve the right to make changes to the syllabus, course schedule, and readings as necessary. I will announce any changes on Brightspace.

COURSE SCHEDULE

This schedule is intended as a course guide and is subject to change with advance notice if required by circumstances occurring during the semester. (Changes will be announced on Brightspace.)

PSY 311 “Social Psychology” (3 credits) is designed to introduce students to the field of social psychology by covering how thoughts, feelings, and behaviors of individuals relate to and are influenced by the presence of others including such topics as conformity, aggression, interpersonal attraction, close relationships, social cognition, attitudes, stereotypes, prejudice and group and intergroup behaviors. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period.

Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.
<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>TOPIC</strong></th>
<th><strong>MODULES AND DISCUSSIONS</strong></th>
</tr>
</thead>
</table>
| Week 1 (July 7-11, 2020) | Introduction to Social Psychology | • Module 1: The Mission and the Method  
• Module 2: Culture and Nature |
| Week 2 (July 12-18) | The Self and Social Cognition | • Module 3: The Self  
• Module 4: The Self in Control  
• Module 5: Social Cognition |
| Week 3 (July 19-25) | Emotions, Beliefs, and Persuasion | • Module 6: Emotion and Affect  
• Module 7: Attitudes, Beliefs, and Consistency  
• Module 8: Social Influence and Persuasion  
• Discussion Topic/Post |
| Week 4 (July 26-August 1) | Social Behavior | • Module 9: Prosocial Behavior  
• Module 10: Aggression and Antisocial Behavior  
• Module 11: Attraction and Exclusion  
• Discussion Topic/Post |
| Week 5 (August 2-5) | Interpersonal and Intergroup Relationships | • Module 12: Close Relationships  
• Module 13: Prejudice and Intergroup Relations  
• Discussion Topic/Post |
| Week 5 (Friday, August 7) | Cumulative Final Exam | |