

PSY 5319: Advanced Social Psychology

Instructor: Dr. Lauren Brewer
Where: Online at D2L.sfasu.edu and Zoom
E-mail: BrewerLE@sfasu.edu
Office: ED 215R (Virtual Office Hours)
When: Thursdays at 5pm or 6:30pm
Phone: (936) 468-1470*
Office Hours: M: 2-4pm; T: 4-5pm; R: 10am-noon; email to schedule

*Please do not call me. If you need to speak with me, please send me a BrightSpace email to make an appointment for a phone meeting.

Materials

Texts: Original research articles will constitute the required reading. The typical reading load will be about 2-3 articles per class period. This is not a light load; students should be prepared to spend several hours completing and considering the reading for each class meeting. The reading list is not comprehensive, as a thorough coverage of the theoretical and empirical literature would require 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 social psychology.

BrightSpace: The course will be housed on the BRIGHTSPACE website that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so **you must check it daily**. All of the course materials as well as your course grades will be posted here.

Email: The course requires that you use your BrightSpace email account. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me only from your BrightSpace email account to my BrightSpace email address. (Emails not about this course should be sent to my BrewerLE@sfasu.edu email account.) Emails sent to me about this course from an address other than your BrightSpace email address will not receive a response. **You are responsible for checking your BrightSpace email daily.**

Zoom: We will meet most weeks using the Zoom platform Each Thursday at either 5 or 6:30pm. In order to participate in these Zoom sessions, you'll need access to a webcam, microphone, and a quiet environment. Zoom can be used on your smartphone in emergency situations, but students should plan to use a tablet, laptop, or desktop instead. These Zoom sessions are required.

Teaching Philosophy

I want this graduate level psychology course to be interactive, which is why we will meet online most weeks. We will all learn from each other, so it is essential that you come prepared each day. This is a class from which everyone can benefit. It is my hope that you will leave this course with a greater understanding of what social psychology is and how it influences our lives.

Overview

Course Description: This course will include coverage of the scientific literature relating to psychological aspects of human social behavior. Topics include attribution and social perception, attitude formation and change, prosocial behavior, aggression, attraction, social influence, and applications of social psychology.

Program Learning Outcomes (PLO)

PLO	Proficiency Level
The student will demonstrate research design skills.	Advanced
The student will demonstrate effective & professional writing skills.	Advanced
The student will respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.	Advanced

Student Learning Outcomes:

- Students will be able to discuss contemporary and classic papers in social psychology
- Students will be able to apply skills in designing and evaluating ecologically-valid social psychological research
- Students will be familiar with various approaches to designing and evaluating the quality of research conducted in social psychology

Course Expectations and Grading

Requirements: To get the most out of this course, you will need to attend Zoom sessions, participate actively in class discussions (both in Zoom sessions and online in the discussion boards), and complete all class activities and assignments. Doing well in this course requires hard work, patience, and self-discipline. Because this is an online course, you will be responsible for doing most of the work outside of our Zoom sessions. Although your work must be your own, I strongly encourage you to collaborate with fellow students and form study groups. Use your readings, your classmates, and me as valuable resources. Succeeding in this course will require a substantial amount of work on your part. You truly do get out what you put in.

Weekly Discussion Points: By no later than Monday at 11:59pm, you should prepare at least three points for discussion for each of the papers and post these to the course discussion board on BRIGHTSPACE. To be most effective, discussion post should demonstrate thinking beyond what is written. That is, although concerns about samples and statistics are certainly valid when considering a study, better responses might include:

- Aspects of the reading that you found interesting or provocative and would like to explore further
- Concerns about the ability of the method to answer the proposed question
- Theoretical ideas about which you disagree with or on which you'd like to elaborate
- Possible criticisms or concerns with the proposed conclusions/explanations for the findings
- Suggesting (and explaining) possible alternative explanations not considered by the author(s)
- Connections to other ideas in this course or other courses you have taken
- Proposing possible research studies that might test or extend ideas proposed in the paper
- Real world applications of the work not elaborated on by the author(s)

Responses for each paper should be short, about 300-400 words per paper (at least three points per paper). Thus, you should not attempt to be comprehensive; instead, you should select at least three issues for further analysis and exploration, and fully explore those points.

Once you make your initial post, you'll be required to respond to posts made by at least two other classmates. These follow-up comments need to move the conversation forward (i.e., saying "interesting point" or "I agree" are not sufficient) and must be made by no later than Wednesday at 11:59pm.

Grading Standards for Discussion Posts and Responses

- Discussion/Understanding of Methods/Details of Articles
- Discussion/Understanding of Theoretical Contribution of Articles
- Critical Thinking and Depth of Engagement in Initial and Response Posts

Students will earn highest marks for outstanding posts and responses. Skilled, proficient, basic, and inadequate posts and responses will earn appropriately lower marks.

Leading Class Discussion: Each week 2-3 students will be responsible for leading class discussion via Zoom. Before class begins, discussion leaders should read through all of the discussion board posts (as well as the follow-up comments), confer with their co-discussion leader (if multiple people are leading the class discussion together), and be prepared to lead a one-hour conversation about the assigned papers. Be ready to pose questions to the class and provide your thoughts about the questions/issues in addition to raising the points offered by your peers in their discussion posts on BrightSpace. You should NOT summarize the readings for the class; your role is to get the class to summarize and discuss the readings. You will lead the discussion twice, and you will be graded on the quality of the discussion you lead. I will solicit your topic preferences, and I'll take your preferences into consideration when assigning topics. You will be graded using the Discussion Leader Evaluation posted in the Getting Started Module in BrightSpace.

Supplemental Articles: On the day(s) in which you are responsible for leading the discussion, you'll also need to read and be prepared to discuss an additional, supplemental article of your choosing. The article you choose must be related to the day's topic, but it can also be related to one of your interests. For example, if the topic was about prejudice, and you are interested in weight stigma, you could choose an article looking at prejudice toward those of non-normal weights. You and your co-discussion leader(s) will be responsible for integrating each of your supplemental articles into the discussion at appropriate times, and you'll need to include a discussion of your supplemental article in your reaction paper (see below). Note: you and your co-discussion leader(s) MUST select unique articles, so you'll need to communicate with each other about the articles you'll choose. Selecting the same article as your co-discussion leader(s) will result in a grade reduction.

Reaction Papers: After you lead the discussion, you will have one week to provide a written commentary on the topic of the readings for the discussion you led. Each reaction paper should be typed and be 3-4 (double-spaced pages (not including references). Reaction papers should be submitted via BrightSpace. Each reaction paper should consist of a brief, critical analysis of all the readings that you presented (i.e., the required reading and your supplemental article). By this I mean that your paper should discuss what important points you learned from the readings, and it may also include what you liked or disliked about the readings (backing up your thoughts [not feelings] with specific arguments). This is your chance to air your concerns about the issues explored (i.e., have the authors missed the big picture), the strengths or weaknesses of methods used, etc. This is an opportunity for you to illustrate that you understood the readings by reflecting on the methodological advances or flaws, valid and invalid arguments, impressive or unsubstantiated leaps of logic, insights and biases, etc., as you see fit. You must also include at least one paragraph that both discusses your personal experience as a discussant and critiques your performance as one.

In these reaction papers, DO NOT simply summarize the readings. A reaction paper that is simply a summary of the readings or a "gut reaction" with no critical analysis is not satisfactory and will not receive full (or potentially any) credit. In addition to your analysis, you should feel free to add your "gut level" reactions, such as whether a reading surprised you or made you think about a problem in a new way; whether the readings seemed to make excellent (or inaccurate) observations that reflect (or do not reflect) what you've personally experienced or observed; whether the articles make you feel optimistic or pessimistic, or uncomfortable or intrigued. I also encourage you to suggest ideas for new studies that may address your concerns and will illustrate your understanding of the literature. The best reaction papers will also reveal an attempt to synthesize the reading with other material or issues such as previous readings and topics discussed in class. If you have suggestions for other readings for the topics covered, please specify them in your reaction paper. Students are required to turn in a reaction paper each time they lead a discussion session on Zoom. Reaction papers are due via BrightSpace no later than one week after the start of the class in which they presented (the Thursday after you lead the discussion by 11:59pm). The grading of your reaction papers will be based on your analysis of the readings and your communication of your ideas. Appropriate grammar, spelling, and structure are essential.

Research Proposal: Each student will complete a research proposal on some topic in the domain of social psychology. The research proposal provides the opportunity for you to take an in-depth look at a specific aspect of psychology that interests you. This proposal must be based on at least one of the articles we will read this semester. At least 10 articles (not from the assigned class readings) should be consulted in connection with the research proposal. The research proposal should be written up in a 6-8 page (not including a cover page, references, or appendices), APA-style paper that will be submitted via Dropbox folder on BrightSpace. It is your responsibility to upload the correct, uncorrupted (.docx) file. If I cannot open the file you submitted to BrightSpace or you submit the wrong file, a late penalty may be assessed. Students will be graded on adherence to APA style and formatting, proper grammar, logical flow, strength of writing, thorough summary of previous literature, sound methods, use of appropriate statistical tests, predicted results based on theoretical rationale presented in the intro, and discussion of the predicted results. This paper is due by Friday, April 30, 2021 @ 11:59pm.

Research Presentation: In addition to writing your research proposal, students must present their research to the class as well. To do this, students will need to create a PowerPoint presentation about their research proposal and record themselves giving the presentation via Zoom. Students will then post the videos of their presentation to the appropriate BrightSpace discussion board. During the final week of class, students will need to watch their classmates' presentations and ask at least one insightful comment. Students will be graded on their presentation, the quality of their answers to the questions asked by their classmates, and the quality of the questions asked to their classmates. This is due by Tuesday, May 4, 2021 @ 11:59pm.

Participation: This is an advanced graduate seminar course that requires active discussion and contribution, both via discussion boards and during our Zoom sessions, from each member of the class. Each student is expected to make a substantial contribution to each of these discussions, and students' participation grades will be based on this. If you cannot attend class, please see the section titled

Grading Information:

25 points - Quality of initial discussion posts to BrightSpace	A = 89.5 – 100 points
10 points - Quality of Zoom discussion leading	B = 79.5 - 89.49 points
10 points - Quality of written reaction paper	C = 69.5 – 79.49 points
20 points - Quality of written research proposal	D = 59.5 – 69.49 points
15 points - Quality of research proposal presentation	F = 0 - 59.49 points
10 points - Quality of participation in Zoom discussions	
<u>10 points - Quality of participation in BrightSpace discussions</u>	
100 points – Total	

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 earn.

Zoom Discussion Attendance: This is an advanced graduate seminar course that requires active discussion and contribution, both via discussion boards and during our Zoom sessions, from each member of the class. Each student is expected to make a substantial contribution to each of these discussions. If you **MUST** miss class, you need to notify me in advanced. Although you will not be able to participate in our discussion, I don't want you to miss out. Therefore, after each class, I will post the recording of our zoom conversation.

If you have to miss class, it will be your responsibility to watch the Zoom session for the class you missed. To earn participation points for a missed class, you'll need to listen to/watch the Zoom recording for that class. You'll also need to identify at least four times during the class session when you would have spoken up and added to the discussion. To do this, please email me via D2L to let me know the time in the recording when you would have interjected (e.g., 04:32), a brief summary of the conversation at that point, and what you would have said had you been present.

Coming Late to Class/Leaving Early: Students should plan to come to class on time and stay for the entire class period. If a student intends to come late or leave early, they should notify me via before class begins.

Late Work: Because of the format of this course, late work is unlikely to be accepted. Students should make every effort to complete assignments on time. Students who anticipate not being able to meet a deadline should contact me **BEFORE** the deadline to discuss whether late work will be accepted. Work that is late will likely earn a zero.

Additional Information

Civility: I expect you to act civilly always – both in our live Zoom sessions and on our BrightSpace discussion boards. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, communicating with other people not in the class during class time, attacking people rather than debating their ideas, talking when another student or I am talking, disrupting the class in any manner, becoming verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the Zoom session or may be prohibited from posting in the BrightSpace discussion boards (if this happens, students will forfeit any potential points related to their expulsion). Students who do not participate 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.

Grievances: I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us via email or by appointment. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact my department chair, Dr. Scott Hutchens (HutchensS@sfasu.edu).

Personal reactions to topics: Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus via Counseling Services. Their phone number is (936) 468-2401. More information can be found on their website: <http://www.sfasu.edu/counselingservices/>

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>

Safe Space: My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQIA. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at <http://en.wikipedia.org/wiki/Safe-space> and <http://www.sfasu.edu/counselingservices/193.asp>

Copyright Statement: Some of the materials in this course are 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 or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

As a courtesy, Zoom-recorded (lecture) videos automatically produce audio transcripts (Otter.aiTM) 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. Brewer 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. Brewer 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/academic_integrity.asp and
http://www.sfasu.edu/policies/academic_appeals_students.asp

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/>.

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://www.oit.sfasu.edu/disted/facsup/f1visa.html>.

COVID-19 Mask Policy*: Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

1. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
2. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

*Although this class is in an online format and doesn't include face-to-face instruction, you are expected to adhere to this policy any time you are on SFA's campus.

Parent and Caregiver Accommodations: Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, it is anticipated that children and others with care needs may become incorporated into your learning experience. Breastfeeding babies and children of all ages are welcome and may be visible on screen during our class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able. Do not take any photos, audio, or video of any children on screen. Students who do so are in violation of course policy, which may result in failing assignments and/or the course. All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed. Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. Although the expectations for all students are high, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

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. You should anticipate technological problems and work to rectify them before course work is due. 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.

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in Zoom sessions and on BrightSpace.

Credit Hour Justification: PSYC 5319 "Advanced Social Psychology" (3 credits) is designed to cover basic and advanced topics in social psychology and review the scientific literature relating to psychological aspects of human social behavior, such as attribution and social perception, attitude formation and change, prosocial behavior, aggression, attraction, social influence, and applications of social psychology. The course typically meets via Zoom for 60 minutes once a week for 15 weeks. Students typically have significant weekly reading and writing assignments, including writing a 6-8 page research proposal and presentation of the proposal to the class. These activities average at a minimum six 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, they spend at least two hours completing associated activities and assessments.

Course Schedule: The Course Schedule can be found on BrightSpace in the Getting Started module.