



DOANE
UNIVERSITY

SYLLABUS

Course Title	Social Psychology
Course Number	SOC 336
Number of Credits	3
Course Dates	10/12/20 - 12/12/20
Instructor	Jean Kilnoski
Email Address	jean.kilnoski@doane.edu
Office Hours/Availability	Monday – Thursday 9:30 am – 5:30 pm; Friday 9:00 am – 5:00 pm.
Phone Number	402-467-9021
Textbook Information: (e.g. title, edition, publisher, ISBN)	Myers, D. (2011). Exploring Social Psychology (8th ed.) Publisher: McGraw-Hill, New York, NY. ISBN: 13:9781260151923 DIGITAL ISBN-13: 9781259956119 ISBN-10: 1260151921
Additional Course Materials	N/A

Course Description	<p>The study of human thought and behavior as it is influenced by the presence of other people. Topics include conformity to social norms, persuasion, self-justification, group processes, and aggression. Students successfully completing the course will demonstrate their understanding of the major empirical findings on these topics as well as the major theories and concepts which help us understand the processes by which social factors, as opposed to stable personality traits, influence human thought and behavior.</p> <p>Participants in the course will be involved in scholarly dialogue and class discussions; will prepare for and present a selected topic for debate to the class; will complete one midterm paper; and will prepare a final paper of acceptable college-level work. Grading will encompass class attendance; the participation in class discussion and the degree of preparedness for each class session; the quality of the debate presentation(s) in terms of content and preparedness; and the quality of the written work in terms of content, concept or theory development, and writing skills</p>
Program Outcomes	<p>Outcomes:</p> <ul style="list-style-type: none"> a. Use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions b. Know and understand organizational communication theories and their practical application c. Develop critical and analytical thinking skills for improvement of organizational communication d. Understand the social, cultural, legal, economic, and ethical contexts of organizational communication e. Understand the value of diversity
Course Learning Outcomes/Objectives	<ul style="list-style-type: none"> 1. Understand the definition of social psychology, and comprehend how social psychology bridges the gap between sociology and psychology; 2. Understand the core concerns and important theoretical perspectives in social psychology; 3. Comprehend social psychology as a science, major research methods used by social psychologists and associated ethical issues; 4. Understand and be able to apply the critical thinking perspective to the evaluation of social psychological concepts and theory; 5. Enhance writing skills through course assignments

	6. Master the practical application of social psychological theory and concepts to everyday, real life situations.
Course Prerequisites	PSY 117 or SOC 109
Instructional Details	(Details on the instructional approaches to be used in the course. Example: <i>This course will use a combination of lecture, large class discussion, and small group conversations for the development of course topics and themes.</i>)
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Week 1 10.12.2020	Social psychology defined; the social self	Modules 1 - 4		
Week 2 10.19.2020	Social thinking; the influence of others	Modules 5 - 9	Reading application responses	By midnight the day before the Week 3 class meeting

Week 3 10.26.2020	The influence of gender and culture	Modules 11 - 13	Reading application responses	By midnight the day before the Week 4 class meeting
Week 4 11.2.2020	Person vs. situation	Modules 14 - 17	Midterm paper	By midnight the day before the Week 5 class meeting
Week 5 11.9.2020	Influence of groups; deindividuation	Modules 18-21	Debate position paper	By midnight the day before the Week 6 class meeting
Week 6 11.16.2020	Prejudice and aggression	Modules 22 - 26	Reading application responses	By midnight the day before the Week 7 class meeting
Week 7 11.23.2020	Causes of conflict	Modules 27-31	Final paper	By midnight the day before the Week 8 class meeting
Week 8 11.30.2020		Debates		

Grading Assessments

Type of Assessment	Points	Total possible points
Participation	8 points per week X 8 weeks	64
Research article critique/application	25 points	25
Reading application response	25 points each (weeks 2, 3, 6)	75 points
Midterm paper	100 points	100 points
Debate position paper	100 points	100 points
Final paper	100 points	100 points
Debate	100 points	100 points
Total		564

Grade Scale

A+ = 97-100% A = 94-96% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%

C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%

F= 59% or below

Participation Policy	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade. This includes being prepared to discuss assigned readings, homework, and videos. Ideal class participation, which earns the highest number of participation points, will exemplify the following:</p> <p>a) <i>Full Participation(8 points)</i>: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic</p>
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	<p>under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.</p> <p>b) <i>Most Participation(6 points)</i>: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.</p> <p>c) <i>Partial Participation(4 points)</i>: Passive participation -- present, awake, alert, attentive, but not actively involved.</p> <p>d) <i>Little/No Participation(2 points)</i>: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.</p>
Study Time	Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
Late Work	Assignments submitted past the due date will have five points deducted per day for each day past the due date. Should an unforeseen issue arise (i.e., illness, family death, etc.) students should contact the instructor in a timely manner.
Submitting Assignments	Students' assignments should be uploaded to Canvas by midnight the night before the class meeting.
Communication Policy including Assignment Feedback	Students may expect feedback on their assignments within 48 hours after submission, with the exception of midterm and final papers. Students may expect feedback on midterm and final papers within one week of submission.
Academic Integrity Policy	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> 1. Cheating - "Intentionally using or attempting to use unauthorized

	<p>information or study aids in an academic exercise."</p> <ol style="list-style-type: none"> 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. <p><i>Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:</p> <p>https://catalog.doane.edu/content.php?catoid=16&navoid=1333</p>
Academic Support	<p>Please contact academicsupport@doane.edu</p> <p>https://www.doane.edu/graduate-and-adult/academic-support</p>
Disability Services	<p>https://www.doane.edu/disability-services</p> <p>Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.</p>
Military Services	<p>https://www.doane.edu/graduate-and-adult/military</p>
Anti-Harassment Policy	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=452</p>
Grade Appeal Process	<p>http://catalog.doane.edu/content.php?catoid=5&navoid=238</p>

Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.
Doane Syllabus Addendum	Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at https://www.doane.edu/Syllabus .

1. Participation in classroom discussions

A high premium is placed by the instructor on class participation. It is expected that students will attend every class meeting and be prepared to participate. This includes being prepared to discuss assigned readings, homework, and videos. Ideal class participation, which earns the highest number of participation points, will exemplify the following:

- a) *Full Participation(8 points)*: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- b) *Most Participation(6 points)*: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- c) *Partial Participation(4points)*: Passive participation -- present, awake, alert, attentive, but not actively involved.
- d) *Little/No Participation(2 point)*: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

There is no make-up work for absences. If you anticipate more than two absences, please enroll in the course at a more convenient time.

2. Research article critique/application

Each student will find an article that relates to one of the topics covered during the term (See Tentative Course Schedule). The student will discuss the article in class, and explain the connection between the research and/or current event and the current topic of discussion. The student will submit a brief, written explanation of the application of the article to concepts covered in the Myers textbook or in class and a link to the article on Canvas.

Recommended sites:

www.sciencedaily.com

<https://www.nytimes.com/>

3. Weekly reading application responses

Students will respond to questions related to the reading assignment in weeks 2, 3, and 6. The questions are posted on Canvas under Assignments. Students are expected to provide thoughtful responses that are at least two pages double-spaced in length. *Students' responses should be uploaded to Canvas by midnight the night before the class meeting.*

4. Debate

Students will participate in a debate on a topic related to social psychology. Each member of the debate team will develop his/her own argument, which supports the team's position. Each team member should make a unique contribution to the team's overall position and will become an expert on a main idea or argument that supports their team's position/argument. The arguments will include an assertion, reasoning, and empirical evidence. See Debate Position Paper description.

5. Midterm Paper

Students will *define and apply a minimum of 20* social psychological terms/concepts from Modules 1 through 13 in the Myers textbook to a real-world situation chosen by the instructor. Both the *definition and the application* of the concept/term must be included in the body of the paper. Students should *not submit a numbered or bulleted list of terms*. The paper should demonstrate the student's ability to critically analyze information, apply concepts in a meaningful way, make connections, and to synthesize information. Students should use complete sentences for both the definition and the application of the term/concept. The application of the term/concept should be clearly outlined. Ideally, there should be an articulated link between the definition and application of the term/concept. *Simply using the term/concept in a sentence does not indicate how the term applies to the situation described in the article/video or demonstrate the student's understanding of the term/concept.*

Paper will be graded on:

- a. Correct definition of the concept as it applies to social psychology (don't google the definition – it may not result in a definition appropriate for social psychology).
- b. Appropriate application of the term/concept
- c. Ability to critically analyze, synthesize and make connections with the information
- d. Sentence structure, punctuation and grammar

- e. Smoothness of expression, or “flow” of paper.

Papers that are submitted late will lose five points for each day past the due date.

- Example 1: “According to Myers, collectivism is defined as giving priority to one’s group and defining one’s identity accordingly. The article about fraternity hazing notes the pledges involved in hazing rituals have made a formal commitment to join the fraternity. The pledges are willing to engage in dangerous hazing activities because membership in the fraternity has become an important component of their personal identity. The goals of the fraternity, such as brotherhood and group cohesion, have become more important to the pledges than an individual goal of personal safety.”

6. Debate Position Paper

This paper will outline and support the student’s position in the debate. Each side in a debate is called the “position.” Each member of the debate team will develop his/her own argument, which supports his/her team’s overall position. If the debate team has two members, each team member should make a unique contribution to the team’s overall position.

Your position paper should include:

- a. Statistics that illustrate and support your position;
- b. Information that appeals to people’s sense of reason and/or their emotions;
- c. Research evidence which supports your individual argument;
- d. Appropriate use of social psychology terms/concepts.
- e. Definition of terms from the Myers textbook.

7. Final Paper

In this paper, the student will apply 30 social psychological concepts to a *real world* situation, event, or issue chosen by the student. Both the *definition and the application* of the term must be included in the body of the paper. *Do not submit a numbered or bulleted list of terms.* The paper should demonstrate the student’s ability to analyze information, apply concepts in a meaningful way, and to synthesize information and make connections. The paper should be typed, double-spaced and a minimum of 6 pages. Paper will be graded on:

- a. Correct definition of the concept as it applies to social psychology (don’t google the definition – it may not result in a definition appropriate for social psychology).
- b. Appropriate application of the concept
- c. Ability to critically analyze, synthesize and make connections with the information
- d. Sentence structure, punctuation and grammar
- e. Smoothness of expression, or “flow” of paper.

The following topics are not acceptable for a final paper: Movie, television show, video game, comic book, and novel. Papers that are submitted late will lose five points for each day past the due date. The final paper is due week 7.

8. Debate

Students will participate in a debate. The student will use the argument he/she developed for the Debate Position Paper assignment to support his/her team's position. Each team member should make a unique argument that enhances and supports the team's overall position.