

Psychology 2800A - Social Psychology
Spring 2018
Tuesdays & Thursdays, 1:40 to 2:55
Room: PE 250



Instructor	Contact Info	Office Hours
Dr. Jennifer Williams Psychology Department University of Lethbridge	Office: C878 (University Hall) Email: jennifer.arthur@uleth.ca Phone: (403) 380-1852	Wednesdays 2:00p.m. - 4:00p.m.

Course Teaching Assistant: Gillian Russell, g.russell@uleth.ca

Please contact the course teaching assistant for clarification on basic course material and for an opportunity to review graded exams. If any questions remain, please contact the course instructor. I am happy to discuss any unresolved questions or concerns.

Course Description

Social Psychology is the scientific study of how people think about, influence, and relate to one another. Social thinking consists of how we view others and ourselves; the accuracy of our impressions, intuitions, and explanations; and the relationship between our attitudes and behaviours. Social influence may include persuasion, coercion, conformity, group influence, and the role of others in forming our attitudes and impressions. Social relations encompass friendships, attraction and romantic partnerships, and actions towards others such as altruism, but also aggression and discrimination.

In this course, students will be introduced to the major theoretical perspectives used in social psychology, the goals of social behaviour, the impact of personal characteristics and situations on social behaviour, and the research methods used in the study of social behaviour.

Text Book

Title: The Social Animal

Edition: 12th Edition

Required/Optional: Required

Author: Elliot Aronson & Joshua Aronson

Publisher: Worth Publishers

Outline of Topics and Course Structure

Time limitations prevent in-depth coverage of all chapters of the course text and some of the material covered in class will not come directly from the text, but from other scholarly sources. Class lectures will be structured for a more focused study of specific areas of interest and their content is essential to successful course completion. Details regarding the coverage of material for exams will be provided in class and/or posted through Moodle.

Moodle

Details regarding the coverage of course material throughout the semester and for exams will be provided in class and/or posted in Moodle. Students are strongly encouraged to access the course Moodle site multiple times per week as important materials, discussions, and announcements will be posted regularly throughout the semester.

Copyright, Moodle, and Intellectual Property

With the exception of information that is freely available on the Internet, all course materials should be treated as copyright-protected. You are free to make personal use of any materials posted within Moodle, and you are free to take your own notes in class (of course!). You are not permitted to distribute materials or information in any form to persons not registered in this course in this semester. Once information is in your hands, you are responsible for what you do with it; the Instructor will not be held accountable for students who choose to violate copyright law. Audio or video recording of lectures or any other in-class presentation or activity is strictly prohibited. Doing so is a serious offence as it violates intellectual property rights and the privacy of your classmates who have not consented to have their voice/questions recorded.

Grade Assessment

Your overall grade in the course will be determined by the following:

Exam 1	33.33%
Exam 2	33.33%
Exam 3	33.34%

- ❖ **3 Term Exams:** in total worth 100% of your course grade
 - Exams may consist of a combination of questions (e.g., multiple choice, true/false, &/or matching questions, fill-in-the-blank, listing, labeling questions, &/or short answer.
 - Details regarding the exact format of exams will be made available through Moodle.
 - Exams are non-cumulative and will cover material from class lectures, class activities and discussion, videos, and any additional required readings and resources. Each exam has a time limit of 60 minutes.

Tentative Exam Schedule

Exam 1: Friday, February 1 to Thursday, February 7

Exam 2: Friday, March 8 to Thursday, March 14

Exam 3: Tuesday, April 9 to Wednesday, April 17

NB: There will be no classes Tuesday, February 5 and Tuesday, March 12. This will allow students to write their exams during class time if they so choose.

Exam Procedures

All exams will be closed-book, written out of class at the University of Lethbridge's Testing Centre (B7 labs), using the online Moodle testing utility. Should you require assistance with Moodle or your account, please contact the Teaching Centre staff (email: teachingcentre@uleth.ca). Students should familiarize themselves with Testing Centre procedures and hours of operation before arriving to write an exam (see: <http://www.uleth.ca/teachingcentre/testing-centre>). Access is granted on a first-come, first-serve basis. Students must submit each exam by the scheduled closing date and time, so be sure to allow yourself adequate opportunity to complete your exam. It is strongly recommended that students write the exam as early as possible during the scheduled exam period as seating in the Testing Centre is limited and demand is high.

Missed Exam / Missed Assignment Policy

If a student is unable to write an exam during the designated exam period, please contact the course Instructor as soon as possible. Medical reasons must be supported by a physician's statement that test performance would be seriously affected by the illness, along with the physician's name and contact information. Non-medical reasons must also be supported. It is the student's responsibility to contact the Instructor to set up a make-up exam. Unless a medical note, documentation of bereavement, or other acceptable documentation is presented, a grade of 0% will be assigned for any exam not written during the designated time.

Students with Special Needs

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact your Instructor regarding your individual situation. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Grade Ranges

Letter grades will be assigned to final course percentages according to the following scale:

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	90 - 100%	C+	2.3	67 - 69.9%
A	4.0	85 - 89.9%	C	2.0	63 - 67%
A-	3.7	80 - 84.9%	C-	1.7	60 - 62.9%
B+	3.3	77 - 79.9%	D+	1.3	55 - 59.9%
B	3.0	73 - 76.9%	D	1.0	50 - 54.9%
B-	2.7	70 - 72.9%	F	0	0 - 49.9%

Experimental Research Participation and Bonus Points

This course provides students with an opportunity to get involved as a participant in ongoing research projects. If you volunteer to be a participant, each project usually requires about one hour of your time. In recognition of the value of your data, and in recognition that you are learning something about the discipline of scientific psychology, beyond that of the typical classroom environment, an extra credit of 1 to 2% for each study (variable) in which you participate will be added to your final course percentage. MAXIMUM EXTRA CREDIT = 2%. These extra credits are added after all grade cutoffs have been established for course work, such that students who choose not to participate are not disadvantaged.

Directions for Participation:

Following add/drop, you will receive an email to your U of L account with your Login name and password. It is IMPORTANT that you keep this information. Once you have signed in you may change your password (recommended). Please go to <http://psychleth.sona-systems.com> and sign in as soon as you receive notification to do so. Studies will then become available on January 16, 2019.

NB: There will be NO transfer of credits between courses. If you are registered in another course that offers credits, a second email will be sent to you with a different email and password. Sign up in the course to which you want your credits to be assigned. Further studies and timeslots will be added throughout the semester, please keep checking, but remember that participation is on a first-come basis. Note that there is no guarantee that all students will be able to achieve the maximum credit. The last date to participate in studies is April 6, 2019. If you experience problems with the Sona System, or you have inquiries regarding participation in studies, DO NOT CONTACT Dr. Williams. All questions regarding research participation should be directed to Ms. Leanne Wehlage-Ellis at wehlage@uleth.ca.

University, Classroom, and Teaching Policies and Procedures

- ❖ Everyone is entitled to their own opinion, but not their own facts. Given the nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others' opinions is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see the University Calendar Section 5.b.1). Open-mindedness is a prerequisite for learning.
- ❖ As per the University Calendar, Section 5.h.1.: "When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean."
- ❖ When students talk &/or giggle amongst themselves during lecture, it disrupts instructional activities and, consequently, your Instructor must respond according to the University Calendar regulation. To minimize other forms of disruption, turn off your cell phone or any other noise-emitting device prior to the beginning of class. Avoid engaging in off-task Internet use (e.g., Facebook, Google, Texting) during lectures as it distracts you and others around you.
- ❖ Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar <https://www.uleth.ca/ross/academic-calendar/2018-19>
- ❖ In all email messages addressed to the Instructor or Teaching Assistant, include the course name and topic of your email in the Subject line. Address the recipient appropriately by name, and end the email by typing your full name. Adhering to this structure makes sending accurate replies and keeping track of correspondences much easier! Every effort will be made to respond to email inquiries in a timely manner during weekday 'working hours' (Monday morning through Friday afternoon). If you fail to structure your email correspondence by these guidelines, or if you email the Instructor with a question that has been clearly answered on Moodle or in this course outline, do not expect a reply.

Tips for success in PSYC 2800

- ❖ Keep your chin up. Research tells us that texting while driving increases one's risk of car accident to a degree roughly equivalent to that of driving drunk. Instructors' experience tells us that texting during class increases students' risk of failing to a degree roughly equivalent to that of coming to class drunk.
- ❖ Increase your likelihood of success - don't do either, or send a designated note-taker on your behalf. Understand that your instructor is your ally, not your adversary. As your Instructor, I want nothing more than for you to feel passionate about, engaged in, and enthralled by Abnormal Psychology as much as I am. I want you to learn, understand, and apply the material, to succeed and earn high grades in the course. I can help you achieve this goal, but I can't do it for you.
- ❖ Achieving success requires regular class attendance, showing up on time (i.e., before the lecture begins), staying until class has officially ended, paying full attention during lecture, participating in class activities, completing all assigned work, and checking Moodle frequently for valuable resources.
- ❖ If in doubt, find out. If you are unclear about any of the material presented in class or posted as assigned readings in Moodle, or if you have a question that has not been answered in any of the valuable course resources that have been provided to help you, then ASK! Your Instructor is more than happy to address any pertinent questions you may have.