

**JEFFERSON COLLEGE**

**COURSE SYLLABUS**

**PSY215**

**SOCIAL PSYCHOLOGY**

3 Credit Hours

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Minor Revision or Update by: Fran Moore  
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## PSY215 Social Psychology

### I. CATALOGUE DESCRIPTION

- A. Pre-requisites:
- Reading proficiency
  - PSY101 General Psychology or PSY101H Honors General Psychology, with a minimum grade of “C”
- B. Credit hour award: 3
- C. Social Psychology examines the behavioral, cognitive, and affective components of individuals in their social environments. Specific topics including person perception, social judgments, nonverbal communication, attitude formation and change, conformity and obedience, interpersonal relationships and attraction, prejudice and discrimination, and group behavior will be explored. (F, S)
- D. Curricular alignment: Elective course applies toward AA or AAT degree.

### II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Describe historical and contemporary concepts, principles, research studies and applications in social psychology	Formative activities Research review paper Presentation Summative examination
Compare and contrast major contemporary theories of person perception, interpersonal relationships, and group interaction	Formative activities Research review paper Presentation Summative examination
Analyze the unique elements of research design, methods, and ethical standards and issues in research related to social psychology	Formative activities Summative examination
Demonstrate social psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Research review paper Presentation
Identify ethical issues related to social interactions and situations, and explain how an understanding of social psychology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Formative activities Research review paper Presentation

Integrate social psychological theories and empirical findings to better understand social situations and use scientific reasoning to explain behavior and simple real-world personal, social, and organizational problems related to social interactions	Formative activities Summative examination
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### III. OUTLINE OF TOPICS

- A. Overview of social psychology
  - 1. Social psychology defined
  - 2. History of social psychology
  - 3. Careers in social psychology
  
- B. Overview of research methods in social psychology
  - 1. Scientific method
  - 2. Methods of research design in social psychology
    - a. Experimental method
    - b. Observation method
  
- C. Social cognition and judgments
  - 1. Social cognition defined
  - 2. Person perception
  - 3. Attribution theory
  - 4. Heuristics and biases
  - 5. Nonverbal communication
  
- D. Emotional and affect
  - 1. Emotion defined
  - 2. Theories of emotion
  - 3. Group differences in emotion
  
- E. Attitude formation and change
  - 1. Attitude defined
  - 2. The formation of attitudes
  - 3. Consistency of attitudes
  - 4. Attitude and behavior
  
- F. Social influence and persuasion
  - 1. Social influence defined
  - 2. Types of social influence
  - 3. Techniques of social influence
  - 4. Persuasion
  - 5. Learning to resist social influence

- G. Conformity and obedience
  - 1. Pro-social behavior
    - a. Conformity
    - b. Obedience
    - c. Forgiveness
    - d. Cooperation
    - e. Trust
  
- H. Interpersonal relationships and attraction
  - 1. Categories of relationships
  - 2. Factors influencing attraction
  - 3. Sexuality
  
- I. Prejudice and discrimination
  - 1. Prejudice and discrimination defined
  - 2. Theories of prejudice
  - 3. Overcoming stereotypes and reducing prejudice and discrimination
  
- J. Group behavior
  - 1. Groups defined
  - 2. Roles within groups
  - 3. How groups think
  - 4. Leadership and influence of groups

#### IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction
  
- B. Learner-centered instruction during class meetings, online, and/or through service learning are primary methods of instruction
  - 1. Participation in cooperative, active, constructive learning through simulations, case studies, reflective activities, professional journal article review, individual or team mini-presentations, discussion, role-play, mini-research projects and/or debate with peers
  - 2. Formative Assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
  - 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content
  
- C. Brief instructional interactive lessons, educational media, and/or demonstrations in classroom or online
  
- D. Research review paper on a topic related to social psychology

## V. REQUIRED TEXTBOOK

Current edition: Baumeister, R.F. & Bushman, B.J. (2014). *Social Psychology and Human Nature. Third Edition*. Belmont, CA: Wadsworth Cengage Learning. ISBN-13: 978-1-133-95779-9

## VI. REQUIRED MATERIALS

- A. Course home page available through [www.jeffco.edu](http://www.jeffco.edu)
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus)
- C. Current American Psychological Association (APA) Style Guide
  - 1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition (second or later printing)*. Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore)
  - 2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6<sup>th</sup> ed.). Retrieved from [www.apa.org/pubs/books](http://www.apa.org/pubs/books) (Available at the library reference desk or for ~\$12 purchase/download from [www.apa.org/pubs/books](http://www.apa.org/pubs/books) )

## VII. SUPPLEMENTAL REFERENCES

- A. Current library resources
  - 1. Book: Publication Manual of the American Psychological Association (current version 2010) – Reference Desk only
  - 2. Current textbook, video, and periodical collection at Jefferson College Library to include access to peer-reviewed journal articles
- B. Current internet resources  
On-line reference materials: American Psychological Association Ethical Principles and Code of Conduct <http://www.apa.org/ethics/>

## VIII. METHODS OF EVALUATION

- A. Formative learning activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth ~30 % of total course grade; options include:
  - 1. Minute paper
  - 2. Muddiest point
  - 3. Directed paraphrasing
  - 4. One sentence summary
  - 5. Real-world application cards
  - 6. Exam evaluation questions

7. Student-generated exam questions
8. Small group projects
9. Think-Pair-Share or Predict-Observe-Explain
10. Short in-class writings or reflections
11. Subject matter warm-ups (review notes in pairs)
12. Discussions
13. Debates
14. Case studies
15. Role-plays
16. Graphic organizers
17. Service Learning
18. Psychological measures
19. Personal Response Systems or Clickers
20. Field trips (real, simulated or virtual)
21. Blackboard course orientation for online and/or hybrid course
22. Reflective activities
23. Brief research studies
24. Quizzes (online or written)

B. APA Style Review Research Paper - worth ~20% of total course grade

1. Requires:
  - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar and punctuation, and proper sentence and paragraph construction)
  - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
  - c. Use of appropriate scholarly sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
  - d. Use of feedback from a peer or professional (i.e., course instructor or Writing Lab) to revise a written draft
  - e. Content outline required
2. Topic selected from a list of topics related to course content (determinants of attraction, types of love, the relationship between fear and love, nonverbal communication in political campaigns, cultural variations in nonverbal communication, etc.)
3. Textbook and peer-reviewed journal articles required (copies of sources required)

C. Presentation over the same topic as the Literature Review Paper – worth 5% of total course grade; all required to

1. Participate in a team presentation completed in classroom and/or online with ~3-5 members in group.
2. Demonstrate socially responsible behavior as a member of a team/group

- D. Summative examinations (2-5 examinations) completed in classroom or approved proctored testing center - worth ~ 45% of total course grade  
Instructor developed tests (objective and/or essay)
- E. Extra credit – worth maximum 5% of total course grade
1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
  2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board
  3. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available
- F. Grading Scale  
A= 100-90%  
B= 89.9-80%  
C=79.9-70%  
D=69.9-60%  
F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

## XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.