

University of Illinois at Chicago
Social Psychology (Spring 2021)
PSCH 312- CRN: 14677

Instructor: Carmen Ochoa-Galindo, Ed.D., LCPC

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Office: BSB 2056C

Office hours: by appt. only via Zoom

Class format: The course will be completely online in a semi-synchronous format with live discussion session each week on Thursdays during class scheduled time via Blackboard Collaborate

Teaching Assistants:

Marbella Uriostegui

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Office hours: By appointment

Catherine Pichardo

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Office hours: By appointment

Class Meetings: Thurs 11:00- 12:15 pm via Blackboard Collaborate Ultra (not mandatory but highly encouraged)

Prerequisite: PSCH 100

Required Textbook:

Heinzen, T., & Goodfriend, W. (2019). *Social Psychology*. Sage Publications.

ISBN: 9781506357515

Student Study Site: <http://edge.sagepub.com/heinzen>

COURSE DESCRIPTION:

Social psychology is the scientific study of the ways in which the social environment influences people's thoughts, feelings, and behaviors. In pursuit of this understanding, social psychology relies heavily on the scientific method. The primary goal of this course is to introduce you to both the theories and methods of social psychology. In addition, an interesting feature of social psychology is that many of the concepts you will learn apply to your everyday life. A secondary goal of this course is to help you understand how the social environment influences your behavior and the behavior of others around you. Consequently, it will be important to your success in this course that you not only have a basic understanding of the concepts discussed in the text and during lecture, but also how those concepts relate to the real world.

LEARNING OBJECTIVES

- Define social psychology and describe its origins as a separate discipline within psychology.
- Compare and contrast how social psychology, personality psychology, and sociology attempt to understand and explain human behavior.
- Describe and evaluate the research methods used in social psychology, including their relative strengths and weaknesses.
- Describe and analyze ethical concerns in social psychological research.
- Critically evaluate claims about human behavior and/or sources of information (e.g., distinguish between good and poor quality sources and identify and evaluate the research method used).
- Recognize and describe the influence of gender and culture on self-perception, social cognition, and behavior.
- Describe cognitive and situational factors involved in impression formation, attribution, self-perception, and related processes.
- Analyze the relationship between attitudes and behavior, including theories of attitude formation and change.
- Discuss research findings related to persuasion, compliance, conformity, obedience, and resisting social pressure.
- Analyze the ways in which group processes influence thinking and behavior, resulting in dynamics such as social facilitation, social loafing, deindividuation, group polarization, and groupthink.
- Describe and explain physiological, social, and situational influences on aggression and prosocial behavior.
- Compare and contrast theories regarding the creation and reduction of prejudice and discrimination.
- Identify and describe factors related to interpersonal attraction, friendships, and the quality of romantic relationships.
- Recognize and explain the application of social psychological research findings, concepts, and theories to areas such as physical and psychological health, the law, the workplace, and the environment.

Discussion and Community Guidelines

Respect, tone, and civility: It is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Remember that sarcasm doesn't always come across. Treat your instructor and fellow students with respect at all times, and in all communications. Most importantly, this class aims to foster an inclusive learning environment that promotes and values respect for others and their viewpoints. The topics we'll learn about in this course can create passionate debates and are relevant to everyday life, making students inclined to share their own anecdotes and experiences. I welcome and encourage that – indeed, that's one of the most exciting and unique aspects of this class. But as such, it is imperative that students behave in a respectful and considerate way to their fellow classmates during the discussions. **Inappropriate, disruptive, or offensive interpersonal behavior is not acceptable.** This is a space where we value diverse identities, ideas, and experiences. I encourage active, deep conversations about the material in the course and the social and historical events that it applies to, but I do not condone hateful speech, prejudicial remarks, or debates that question the rights and personhood of people of various identities. **Discriminatory behavior will NOT be tolerated!**

COURSE REQUIREMENTS & GRADING

A. *Live weekly discussions* (not required by highly recommended)

I will be conducting **live discussion sessions of the chapters every Thursday on our class time via Blackboard Collaborate.** Our class time from 11:00 am to 12:15 pm. Again, **you are not required to attend but I highly recommend you coming** so that we can go over the material for that week, answer questions, and engage in meaningful discussions with each other. These lectures will be recorded and available for those who are not able to make it to lectures.

B. *Exams (50 pts per exam, + 5 extra credit questions, each worth 2 pts= 60 possible pts)*

There will be 3 exams and no final exam. The exams will be done on Blackboard. Exams will be 50 questions (**I will add five extra questions for extra credit on each exam, each worth 2 pts, total 60 points**). The exams will be true/false and multiple choice.

For all exams:

- You will have access to the exam from **midnight until 5 pm on exam day** (check syllabus for day)
- You will have 90 minutes to take the exam

- Once you start the exam, you **must** complete it, you **cannot** save it and come back to it later.
- Once the 90 minutes are up the exam will be submitted automatically
- You will be able to view all questions at once
- You will get your score immediately

C. Paper Assignment (50 pts)

Social psychology is an application of the scientific method to many facets of everyday life. In this assignment, you will address both of these aspects of the field. You will write a short paper in which you summarize a journal article, integrate it with course material, and apply the topic to a current event or social issue.

Goals of this assignment:

- to enable students to explore a topic of great interest in social psychology
- to provide opportunities to learn to read and report about original scientific journal articles as well as learn to integrate multiple sources of information
- to emphasize the strong connection between “academic” social psychology and real world issues
- to emphasize the responsibility of ALL members of the class (not just the instructor) for a successful learning experience for each other

You will choose a specific topic from the list below. Once you pick a topic you will:

- Choose a journal article describing an empirical study on your topic.
- Summarize and integrate the text material and the article in your own words
- Identify a social issue or current event to which you can effectively apply your topic
- Include an introduction and conclusion paragraph

Your paper:

- Should be 4-5 pages of text (not including cover or reference page)
- You need at least 3 references (your textbook, the journal article, and any other reference(s) for your topic).
- You must follow APA guidelines for writing your paper, i.e. use 12 inch font, all pages numbered, double spaced throughout, and include citations
- **Very important: You need to cite throughout the entire paper!**
- A grading rubric will be posted on Blackboard so you can use as a guide for what to specifically include in your paper and how the breakdown of points will be.
- I will post a video on blackboard going over the assignment as well

NO Late Papers Will Be Accepted, No Exceptions!

General Topic

Examples of specific topics:

Social Cognition

Possible selves, self-efficacy, locus of control, impression management, attributions of causality, heuristics, self-fulfilling prophecies, attitudes, cognitive dissonance, self-image bias, self-handicapping, etc.

Social Influence

Gender roles, evolutionary thinking about social behavior, conformity, obedience, compliance, persuasion, advertising, etc

Social Relations

Prejudice, discrimination, stereotypes, aggression, friendship, physical attractiveness, love relationships, etc.

D. Homework Assignments (15 pts each x 8 = 120 pts)

You will have eight assignments to do. Look at the schedule to see what weeks they are due. Each assignment will have specific instructions to follow. All assignments are **due Saturday end of day (11:59 pm)** of that week.

Please Note: There will be some weeks where you'll have a discussion post and a homework due. **Homework assignments are for all students, regardless of whether you have a discussion post that week. Again, homework assignments are for all students to complete independently from discussion posts. They do not go together. Please make sure you understand this so there is no confusion or misunderstanding.**

Homework Assignments will be graded as followed:

- ✓ **Content of HW: 10 pts**
- ✓ ***APA style/mechanics: 5 pts**
- ✓ **Total pts: 15 pts**

*this includes having cover/reference page, pages numbered, citations, writing style etc...

No Late Assignments will be graded, NO Exceptions!

E. *Discussion Posts (10 pts each x 5 = 50 pts)*

Because of the large size of class, you will be split into two groups of 90 students per group.

- **Group Joey** will consist of students w/ last names starting from **A-Man**
- **Group Duke** will consist of students w/ last names starting from **Mar-Z**

Each group will have five discussion posts to do total. Please look at the syllabus so you see what weeks your group is assigned a discussion post.

All discussion posts are **due** by **Saturday night before midnight** Central Time of that week.

Your **initial response post should be submitted by Thursday night**. Posts submitted late will **NOT** be graded, **NO EXCEPTIONS.**

- You are to compose a thoughtful response to the week's discussion question or activity, with appropriate reference to lecture content, assigned textbook reading, or other resources (i.e. online news stories, journal articles, and videos).
- The substance of a graded post is based on the student's personal experience in the world, and involves relating and connecting one's observations to the concepts being studied in the course, naming and citing those specific concepts by textbook page number. Unless otherwise specified, a graded post must reference specific terms and concepts from the assigned textbook reading.
- **Your discussion post should be 1-2 paragraphs for each question and you need to cite somewhere in your post.** In some cases, the discussion posts may consist of completing a short questionnaire, or to look up something online. Even if you are asked to provide your opinion or thoughts on a concept, **you have to find a way to tie it back to the chapter material.** Also, **make sure that you are putting your citation in bold** (makes it easier for TAs to find it)
- **To get full credit, you must respond to at least two of your classmates' posts.** I am not asking you to read everyone's responses, but you are expected to read and respond to two other posts to get full credit for that week. You need to respond to two separate students (if you respond to both questions for one student, that still counts as one response). Your responses should be more than just, "I agree with you" or "That's a good point you made." Your responses, just like your discussion post, should be well thought out and meaningful, and at least a paragraph.

To recap:

1. Each Monday will be the start of the course week, and your discussion questions/activity for that week will be made available for you to see
2. Make sure you keep track of when your group has a discussion post. **You will NOT get credit if you post in the wrong discussion group!**
3. You have until **Saturday of that same week** before midnight to both:
 - a. Post your response to the discussion question/activity (**this should be posted by Thursday night**, 1-2 paragraphs, **include citations from the textbook or any other source you use**) **AND**
 - b. Respond to at least two of your classmate's posts (response should be at least one paragraph)
 - c. If you forget to respond to a classmate's post you will not get full credit (if you only respond to one instead of two classmates, you will also not get full credit)
4. Late posts/responses will **NOT** be graded
5. Each discussion post is worth 10 pts, which is broken down as follows:
 - a. Post response (1-2 paragraphs per question): 3 pts
 - b. Posting initial response by Thursday: 1 pt
 - c. Citing in your post response and putting it in bold: 2 pts
 - d. Peer response 1: 2 pts
 - e. Peer response 2: 2 pts
 - f. Total pts: 10

F. Final Grade

The total number of possible points for this course is 370. Here is the breakdown:

3 exams (50 x 3 = **150 pts**) + Paper (**50 pts**) + HW Assign. (8 x 15=**120 pts**) + Discussions (5 x 10 = **50 pts**) Total = **370 pts**

Technology Requirements**Computer/Technology Requirements**

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

Blackboard Learning Management System

For all technical questions about Blackboard, email ACCC-Learning Technology Solutions at LTS@uic.edu

Miscellaneous

Academic Year Holidays and Religious Days of Special Observance

Please inform me via email if you miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days:

<http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

Cheating & Plagiarism

Plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference. **No form of cheating will be tolerated.** If you cheat on any exam or assignment in this class, you will fail the entire class and I will file official judicial charges against you immediately with the Dean of Students, who will place a notice about the incident in your permanent record. There will be no exceptions to this policy. Cheating includes, but is not limited to: copying or giving others test answers, plagiarism which includes copying the words of a fellow student or any other author in your papers, copying even short phrases from written work that you are using as a reference (even if you cite it properly), handing in work that you have handed in for another class, handing in papers you've gotten from the internet or from other students, etc., and copying others' discussion posts. All violations of student conduct or academic integrity will be handled according to UIC's student conduct policy: . I encourage all students to take a look at this excellent infographic on what plagiarism is and how to avoid it:

<http://bit.ly/1Ksb2pv>.

Accommodations for disabilities

I will make accommodations for disabilities as indicated by the Disability Resource Center. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)."

Please Note: If you have an LOA (letter of accommodation), please email it to me by no later than the end of week two. It is your responsibility to provide me with your LOA. No LOAs will be accepted after week two. (Exception: If you are granted an LOA during the semester)

Course Communication Guidelines (Netiquette)

Emails and writing style: Email etiquette is important in life. When emailing and completing writing assignments, please be sure to write using good grammar, spelling, and punctuation. **You should address me as Dr. Ochoa, Dr. Galindo, Dr. Ochoa-Galindo, or Professor in email**

communications. Please refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting

Netiquette is a set of rules for behaving properly online. As previously mentioned, it is important that we maintain a supportive learning community where everyone feels safe and where people can communicate amicably. Much of our communication in this course will take place in the forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good taste when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This can be considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- **In emails, always identify yourself and what class and section you are in.** It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time and preferably early on (i.e., before an exam date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Undergraduate Success Center (USC) at 111 Stevenson Hall or usc@uic.edu.

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend 50 minutes per appointment,

and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center (www.counseling.uic.edu). The Counseling Center is located on the 2nd floor in the Student Services Building or you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535 to contact InTouch.

COURSE SCHEDULE

The course schedule, including topics and readings, is *subject to change*. Additional readings and videos may be assigned throughout the course. Changes will be announced on Blackboard.

Week	Topic	Reading	Activity Due
1 Jan 12/14	Intro to Social Psychology	Chapter 1	
2 Jan 19/21	The Social Self	Chapter 3	Discussion #1 Group Joey HW Assignment 1 Both due by Jan. 23
3 Jan 26/28	Social Cognition	Chapter 4	Discussion #1 Group Duke due by Jan. 30
4 Feb 2/4	Person Perception	Chapter 5	Discussion #2 Group Joey due by Feb. 6
5 Feb. 9/11	Attitudes and Persuasion	Chapter 6	Discussion #2 Group Duke HW Assignment 2 Both due by Feb. 13
6	Test 1 (ch 1, 3-6)		HW Assignment 3

Feb. 16/18	Applied Mini-Chapters Stress and Health	Chapter C	due by Feb. 20
7	Social Influence	Chapter 7	Discussion #3 Group Joey
Feb. 23/25			due by Feb. 27
8	Group Processes	Chapter 8	Paper Due on the 4th by midnight
Mar. 2/4			No Late Papers will be graded!
9	Stereotyping, Prejudice, and Discrimination	Chapter 9	Discussion #3 Group Duke HW Assignment 4
Mar. 9/11			Both due by Mar. 13
10	Test 2 (ch 7-10; chapter C)		HW Assignment 5
Mar. 16/18	Applied Mini-Chapters: Happiness- Positive Psychology	Chapter D	due by Mar. 20
11	SPRING BREAK		
Mar. 23/25	***NO CLASS***		
12	Helping and Pro-social Behavior	Chapter 10	Discussion #4 Group Joey due by April 3
Mar.30/ Apr.1			
13	Aggression	Chapter 11	Discussion #4 Group Duke HW Assignment 6
Apr. 6/8			Both due by April 10
14	Intimate Relationships	Chapter 12	Discussion #5 Group Joey HW Assignment 7
Apr. 13/15			Both due by April 17
15	Applied Mini-Chapters: Relationship Violence	Chapter F	Discussion #5 Group Duke HW Assignment 8

Apr. 20/22

Both due by Apr. 24

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**Exam 3 (Ch11-12; Chapters
D, F)**

**Exam will be given online
on Friday 4/30/2020**

Apr. 27/29

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No Final