Framingham State University

PSYC 224 Social Psychology

Course Information

Semester	: May 30, 2022 – July 1, 2022
Credit	: 4
Teaching Hours	: 50 Hours
Location	: Online
Professor Name	: Cynthia Prehar
E-mail	: cprehar@framingham.edu

*Since this is an on-line course, e-mail or my virtual office hours are the most effective way to reach me. Please include your first and last name, and the course you are taking with me, in all e-mails as I am teaching two summer courses this term (e.g., This is Cindy Student from Social Psych). I check e-mail at least once a day (typically in the morning) and will make every attempt to respond within 24 hours.

Drop-in Office Hour via Zoom: Thursdays, 10-11am, Eastern Time Zone, U.S.A. To join the drop-in office hour:

a) put this address in your browser: https://us02web.zoom.us/j/84208084738 **OR**

b) Go to Canvas/Modules/Syllabus, Tech Support, & Office Hour/Drop-In Office Hour on Zoom. Once you have been admitted to the meeting, check to make sure your microphone & camera (bottom left of screen) are 'on'. For security and confidentiality reasons, I may need to use the 'waiting room' function in Zoom. Once you log in to meeting, you will receive a message to wait until the 'host' (me) admits you.

I am also happy to schedule private meetings on Zoom if desired (please e-mail me to request one).

Reading Materials

Text (Required): *Exploring Social Psychology 8th edition).* By David G. Myers & Jean M. Twenge. 2018. McGraw-Hill. New York. ISBN: 978-1-259-95618-8.

The textbook is integral to the course, and you will need it no later than the third class day (Wednesday, June 1). The book can be purchased through the FSU bookstore or rented from them (http://www.bkstr.com/framinghamstatestore/shop/textbooks-and-course-materials).

If ordering from a different textbook provider, check the ISBN to make sure you are obtaining the correct edition. Also, if you are ordering it from an outside provider, you may need to pay for rush delivery if you order it close to the start date of class.

Additional Readings (Required): I will provide additional readings for several of the units. The readings will be available on Canvas during their respective units, and you will be able to download and/or print them. The readings are required and will be incorporated into each unit's graded activities.

Technology Requirements

E-mail Account. You will need a working e-mail account that you <u>check every day</u>. Why? In addition to sending course announcements to your e-mail, it is possible that I will need to send you a personal message. To do so, I will write to the e-mail address listed for you on Canvas.

➢ Canvas will send automatically send messages to your FSU e-mail address. If you wish to add an additional e-mail address, or even a phone # for text notifications, select the "Account" icon from the Global Navigation Menu (far left hand side of any Canvas page). Within the 'Settings' option, go to "Ways to Contact" on the right side of the page. Here you can add additional modes of receiving notifications. (Tip: Within Account/Notifications, you can tell Canvas what kinds of notifications you wish to receive, too.)

Microsoft Word. All assignments must be submitted as Microsoft Word documents as this is the only word processing program FSU provides its faculty. All versions of Word (e.g., 2007, 2010) are acceptable.

Reliable Internet Access and a Browser that is compatible with Canvas. Students will need <u>reliable</u>, <u>daily</u> access to the Internet. In addition, you will need a browser that is compatible with Canvas

➢ Canvas recommends the following browsers: **Mozilla Firefox or Google Chrome.** *(Be sure you have updated versions of these browsers.)*
➢ To access Canvas, go to https://framingham.instructure.com/.
➢ To report a Canvas issue or ask a question, select the "Help" button on the Global Navigation menu (the question mark in a circle on the far left-side of any Canvas page). Then, select from one of the support resource items within the menu. **The following are available 24/7**:
   o Live Chat with **Canvas Support** (must be logged into your Canvas account to access this)
   o **Canvas** Support phone number **(508-250-0805**; long distance charges may apply)

Course Description & Learning Objectives

Description from the Framingham State University (FSU) Catalog: An introduction to the factors and processes involved in people's understanding of themselves, others, and social interactions. Attention is given to research in such areas as social perception, gender, group interaction, attitude formation and change, aggression, social influence, interpersonal attraction, prejudice and discrimination, and pro-social behavior with particular emphasis given to differences relating to gender, race, and class. **Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.**

Learning Objectives. Throughout this Social Psychology course, you will:

1) **Recognize and describe ways in which other people impact your thoughts, feelings, and actions.**

2) **Identify and discuss ways in which humans strive to protect and bolster their self-concepts.**

3) **Explain and apply principles of scientific research, including research ethics.**

4) **Describe and discuss the methods/findings of social psychological research studies.**

In addition to exposing students to social psychology content, the course will help students work on a cross-curricular skill that applies across disciplines: **writing.** In particular, you will have the opportunity to:

5) Demonstrate professional writing skills. In today's world of texting, Twitter, etc., we often write informally, omit greetings & punctuation, abbreviate common words, use lower-case letters in lieu of upper-case ones, and skip the spell-check. When corresponding in a professional environment, however, these informal habits can lead others to form negative impressions of us. Considering the range of professionals who might read your written work (e.g., prospective employers, instructors, classmates), the more practice you have writing in a professional tone, the better. By proofreading your work, removing contractions from your writing, and following standard grammatical writing rules, the reader will be better able to understand your meaning.

6) Improve paraphrasing skills. Paraphrasing refers to the ability to express someone else's thoughts/ideas in *your own words*. It is one way to see if you really understand what you are learning. It also reduces plagiarism- taking credit for work you did not do. You will have multiple opportunities to hone your paraphrasing skills in this course.

7) Apply professional electronic etiquette. This course will therefore provide you with practice in **professional electronic etiquette**, especially when sending e-mails and posting in discussions. Etiquette rules to keep in mind:

   a. When responding in discussions or sending e-mail, address people by their name (e.g., Ana Maria-, Hi Terrance, Dear Dr. Prehar). This reminds us that we are conversing with a live person!

   b. "Sign" your name to every discussion contribution and/or email that you send. This lets the reader know how you prefer to be addressed. It also saves the reader time as they not have to look elsewhere to figure out who you are.

Workload Considerations

This course is conducted completely on-line, meaning we will likely never meet face-to-face and you can complete all course requirements from a computer with a reliable Internet connection. It is also asynchronous- there are no required times when we all have to be on-line. Instead, you can meet the course requirements in a more flexible way. For example, you can submit assignments or contribute to discussions at three in the morning as long as you meet the required deadlines. Many people take on-line courses for this perceived flexibility.

While an on-line course can provide more flexibility, there are two major factors you should be aware of when deciding to commit to this course:

   1) Amount of work. Some students take on-line courses because they think there will be less work than in a traditional face-to-face course. For most students, the opposite is true- they find that an online course takes just as much (or more) time. For example, you will be contributing to group discussions several times each week and will be graded on the quality of your posts and replies. Thinking about what to say, typing your ideas, and editing/proofreading your work is a lengthier process than simply responding to a question out-loud in a face-to-face classroom.

   2) This is an ACCELERATED summer course that moves fast! We have five weeks to cover what would normally be covered in 15 weeks. This means that **each week is equivalent to three weeks** in a traditional semester. **If you anticipate being off-line for several days or do not self-schedule/motivate well, I urge you to drop the course**. On the other hand, if you are organized and disciplined in your approach to the class, you may be able to do quite well. Later in the syllabus you will find valuable advice from some of my former on-line students, too.

Course Format, Requirements, & Grading

Format
This course is conducted completely **on-line**, meaning we will likely never meet face-to-face, nor we will have required online meetings. Instead, students can complete all course requirements from a computer with a reliable Internet connection. It is also **asynchronous**- there are no required times when we all have to be on-line. Instead, you can complete course requirements in a more flexible way. For example, you can submit assignments or contribute to discussions at three in the morning as long as you meet the required deadlines. Many people take on-line courses for this perceived flexibility.

While an on-line course can provide more flexibility**, they often require more work and/or different skills than a traditional in-person class**. For example, you will be contributing to group discussions each week and will be graded on

the quality of your contributions. Thinking about what to say, typing your ideas, and editing/proofreading your work is a lengthier process than simply responding to a question in an in-person classroom.

Requirements & Grading

I have divided the course into six day units plus a short, 1-day orientation to the course. Each unit covers 1-5 Chapters from the textbook and may also cover additional readings that I will provide on-line. Note: your textbook authors call their chapters 'modules' because they are shorter than typical textbook chapters.

Each unit will have a Module Folder in Canvas. I will typically make a Unit's folder available in Canvas the first day of a unit, and the folder will contain detailed instructions about the upcoming unit's activities and deadlines. If you have questions about what is due in a particular unit, please post them on the *"Ask a Question" Discussion Forum* on our Canvas coursepage so that others may learn from your proactive questioning.

Each unit's activities will include a blend of some or all of the following:

- ✓ Class Discussions
- ✓ Assignments/Paper
- ✓ Unit Quiz

While the quizzes are multiple-choice, the class discussions and assignments/papers provide an opportunity to demonstrate your understanding in writing. **About 50% of the points in the class come from multiple-choice assessments (quizzes) and roughly 50% will come from written work (discussions, assignments/papers).** Due dates for all activities are listed in the course schedule towards the end of the syllabus (see pp. 11-12), and each course requirement is discussed next in more depth.

Class Discussions

You will participate in class discussions using Canvas's Discussion tool. As the word 'discussion' implies, you will contribute both original posts and replies to your classmates.

- The format of the discussions will vary from unit to unit. For example, for one discussion you may complete an activity and discuss how it relates to the unit's readings. In another discussion, you may apply concepts from the readings to your own life and then evaluate the accuracy and clarity of one another's examples. Whatever the format, the topics will correspond with the readings for that unit.

- Most units will have one-two discussions, and you will be responsible for contributing initial comments and replies to each one.

- Students will do most of the 'talking' in the discussions. I will typically only comment on the first 1-2 posts, offering feedback & advice where appropriate. After I have commented on the early posts, my role changes to monitoring the discussions and grading. Thus, students who post early are more likely to get individual feedback from me than students who wait until the deadline is near.

- Students are welcome, and encouraged, to help one another on the discussions. If you see ways to help a classmate earn more points before a deadline, please share your suggestions!

Rules of Engagement. To promote a safe environment for learning, please follow these discussion rules:

- ✓ Respect another person's ideas even if you do not share his/her beliefs.

- ✓ Focus responses on the *ideas* offered by others, not on their perceived personalities or group memberships.

- ✓ Keep curse words to a minimum.

- ✓ Address your classmates by name and sign all of your own contributions.

- ✓ Posts that include blatant or subtle discriminatory language/imagery will not be tolerated. Please e-mail me immediately if you feel this community value has been violated (cprehar@framingham.edu).

- ✓ Communicate any concerns immediately to the instructor.

- ✓ Lastly, remember that discussions are generally not confidential- your first and last names are attached to most posts. Be careful about sharing information that could implicate you or someone you know in a law enforcement situation.

***"Ask-A-Question"* Discussion Forum.** A non-graded discussion that will be available each week is the "*Ask-A-Question*" discussion. If you have course-related questions, please consider posting here instead of e-mailing me. Why? First, your classmates may be able to respond sooner than I can. Second, others likely have similar questions and can learn from the responses you receive. While I will periodically monitor the forum and respond to questions (if needed), students are encouraged to reply to each other.

Discussion Schedule & Grading Criteria. With the exception of the Course Orientation Unit, discussions are worth 10 points per forum. Therefore, in units with two discussions, there are 20 possible discussion points to earn.

- *Due dates/late submissions.* The discussion schedule is available on pp. 11-12 of this syllabus. Full credit is only possible for contributions posted by the stated deadlines in a unit. Contributions posted within 24 hours of a deadline will be accepted, but will only earn half credit. After 24 hours, late contributions will not score (i.e., they will earn 0 points).

- If posted on time, your contributions will be evaluated for the extent to which they:

  - ✓ follow instructions, contain accurate information, & provide thoughtful commentary/analysis that furthers discussion.

  - ✓ display strong grammar, spelling, and proofreading.

  - ✓ exhibit professional electronic etiquette (see p. 2 of syllabus).

- A more detailed description each grading criterion is provided on the last page of the syllabus. I strive to score discussions within a week of the last deadline in a given unit.

Assignments/Papers:

Four assignments are required for this course; due dates are listed in the course schedule on pp. 11-12 of this syllabus. Each assignment is briefly described below, and more details will be provided in the unit folders.

Course Orientation Assignment: The Course Orientation assignment will introduce you to Canvas, the course syllabus, and course policies. You will learn how to submit assignments and take a quiz. *5 possible points*

Unit 1 Assignment/Paper: This assignment will introduce you to the Stanford Prison Study, a classic research study in Social Psychology (course objective #4). It will also provide an opportunity to work on your writing and paraphrasing skills (course objectives #5 & 6). Lastly, it will prepare you to contribute to one of the Unit 1 discussions. *25 possible points*

Unit 2 Assignment/Paper: This paper will build on the previous assignment by applying concepts from Unit 2 to the Stanford Prison Study. It reinforces course objective 1 while providing another opportunity to develop your writing skills (course objectives #5 & 6). *25 possible points*

Unit 5 Assignment/Paper: This assignment introduces students to one way we can assess our *implicit* attitudes/biases. Understanding how implicit attitudes differ from explicit ones supports course objectives 1 and 2. The assignment also provides an opportunity to refine your professional writing skills (course objectives 5 & 6). *25 possible points*

Assignment Advice. Sometimes students mistakenly believe that assignments are 'easy' activities that can be completed with little effort. In this course, that is simply not the case. **Consider the advice from my former students regarding assignments: allot more time than you think for each assignment, carefully follow instructions, and give yourself time to proofread your work.** I strongly second this advice.

Grading Criteria for Assignments/Papers. Assignment requirements will be explained in detail in each unit's instructions. While the requirements for each assignment will vary, I will primarily be grading **1)** content (e.g., accuracy of paraphrased information, synthesis across topics), **2)** effort (e.g., depth of descriptions and explanations), and **3)** writing quality (e.g., grammar, spelling, proofreading).

> *Late assignments.* Full credit is only possible for assignments submitted by the stated deadlines in each unit. Assignments submitted within 24 hours of a deadline will be accepted, but will earn only half credit. After 24 hours, late assignments will not score (i.e., they will earn 0 points).

Unit Quizzes

While the discussions and assignments provide an opportunity to deeply investigate a few social psychology topics, the unit quizzes assess breadth of knowledge. In other words, they will assess your ability to recognize and identify multiple social psychological concepts and research findings (course objectives 1-4).

Each unit will culminate in one graded multiple choice quiz. The quizzes are non-cumulative, meaning they cover only one unit at a time. In addition:

1) The quizzes are open book, but are to be completed independently (without help from classmates, friends, etc.)

2) There is a time limit to each quiz. The time limit is determined by the following formula: # of questions on the quiz x 2 minutes per question. Thus, a 20 question quiz would have a 40-minute time limit, a 30 question one would have 60 minutes, etc.

3) Each quiz can be attempted twice. Each quiz can be attempted twice (as long as both attempts are within the timeframe stated in the course schedule (see pp. 11-12). However, you will not be able to see correct answers after your first attempt; correct answers will only be revealed after the deadline to take the quiz has passed (see #4 below).

4) You must take each quiz during the time period specified on the course outline (see pp. 11-12). A quiz will be available only during the days listed on the syllabus. **Since answers will be revealed after each quiz deadline, <u>no late quiz attempts</u> will be granted**- mark your calendars now!

Study Tips for Quizzes.

- First, skimming/highlighting the readings seldom leads to passing quiz scores. **Actively process what you read**- for example, create a concept map/outline or write examples in the margins. I will provide PowerPoint slides from the textbook publisher in each module on Canvas- these have helped past students with note-taking and quiz preparation.

- Second, take **practice quizzes**. If you purchased a new copy of the textbook, you may have access to updated practice quizzes through *Connect*, the publisher's platform for supplemental materials (see the "Preface" of the book). If you purchased a used copy of the textbook, the publisher has unfortunately discontinued free supplemental materials. I still recommending using the practice quizzes that were available for free with the 7th edition as many of those questions are still relevant for our edition: Visit http://highered.mheducation.com/sites/0077825454/student_view0/index.html for the 7th edition's practice quizzes.

- Third, read the "**Student-Generated Suggestions for Success in this Class**" on pp. 10 of the syllabus. Several students have shared strategies for quiz preparation in their comments.

Taking a quiz. When you are ready to take a graded quiz, click on Modules link in Canvas. Find the appropriate unit, click on the link, and find the unit quiz. Clicking on the quiz will open it- remember, it can only be opened **twice** so be prepared to take it! Furthermore:

- Close ALL other programs when you are taking the quiz, especially other internet windows and Instant Messaging. Pop-ups can interfere with quiz submissions and freeze a quiz, deleting all your answers! Also, wait until you have successfully submitted your quiz before opening other programs.

  - If you access Canvas through the "logins' page on the main FSU website, close the FSU website once you have accessed Canvas. Why? Canvas and the FSU websites run on different servers. If one of the servers freezes or times out, the other may too. Freezes = lost work!

  - Remember, there is a time limit to each quiz. When you get to the one-minute mark in a quiz Canvas will warn that time is almost up. When time is up the quiz will be automatically submitted.

  - Once you have "submitted" your quiz (by literally selecting the "submit quiz" button), Canvas will automatically score it. For security reasons, only your total score will be visible during the period which the quiz is available. Once a quiz deadline has passed, I will reveal correct answers. For more guidance on how to review a quiz, visit https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-quiz-results-as-a-student/ta-p/335 .

Quiz grades. Each unit has one required multiple-choice quiz. The number of questions will generally be a function of how much reading material there is a unit, and each question is worth 1 possible point. See the chart below for quiz values in each unit.

Extra Credit: There may also be a few small point-value extra credit discussions but not enough to make up for chronic low scores or frequent missed work. As such, I recommend that students carefully manage their time and exert their best effort on the required course components.

Course Grades
You can check your grades at any time by clicking on the "Grades" link in our Canvas course menu. Quizzes are automatically scored by Canvas; you can check those grades as soon as you have completed a quiz. Discussions and assignment grading is not automated and thus takes longer to complete; I will typically post those grades within a week of a due date. Please e-mail me if you suspect there is an error in your grades or if you have questions about them.

The following chart lists each course requirement's point value within a given unit (subject to revision):

Unit Name/#	Discussion Point Values*	Assignment Point Values	Quiz Point Values**
Course Orient. Unit	4	5	n/a
Unit 1	20	25	30
Unit 2	10	25	30
Unit 3	20	n/a	15
Unit 4	20	n/a	30
Unit 5	10	25	30 (30 q's)
Unit 6	10	n/a	20 (20 q's)
Total Possible Points	**94**	**80**	**155**

* Some units will have one discussion while others have two. These numbers reflect the total
 # of possible points across all discussions in a unit.
** Each quiz question is worth 1 point; thus, larger quiz values reflect quizzes with more questions (and units with more required reading.)

Your course grade will be calculated by dividing the total number of points you earn (including extra credit, if any) by **329 (the total possible points across the required components of the course)**. Final grades will NOT be curved. The percentage you earn will be assigned a letter grade as follows: **100-93% = A; 90-92.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9%= C; 70-72.9% = C-; 67-69.9% = D+; 63-66.9% = D; 60-62.9% = D-; <59.9%=F.**

Course Policies & Resources

Announcements/E-mails: It is your responsibility to check the course announcements page **every day** and to keep a functioning e-mail account. I will post all important e-mail messages on the announcements page as a back-up, but you should also check your email account each day in case I need to send you a personal message. Also, if you have e-mailed me or posted in the *Ask A Question Discussion Forum* about an urgent manner, **it is your responsibility to check back for a reply before the activity's deadline.**

Students with Documented Disabilities: The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Disability/Access Services serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. Disability/Access Services is located in the Center for Academic Success and Achievement (CASA**). If you have a specific disability that qualifies you for within the first three days of class.** Call (508) 626-4906 if you have questions or if you need to schedule an appointment. For more information, visit https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index.

Canvas Questions: To report a Canvas issue or ask a question:

1) Select the "Help" button on the Global Navigation menu (the question mark in a circle on the far left-side of any Canvas page). Then, select from one of the support resource items within the menu. The following are available 24 hours/7 days a week:
   * Live Virtual Chat with Canvas Support
   * Canvas Support phone number (508-250-0805; long distance charges may apply)

2) You can also reach out to the Framingham State Information Technology Services Department (ITS): it@framingham.edu or (508) 215-5906.

Academic Honesty/Plagiarism: I will <u>fully</u> pursue violations of FSU's Policy on Academic Honesty. https://www.framingham.edu/academics/registrar/academic-policies/index#academic-honest-policy . **Possible penalties for violating the honesty policy include a failing grade in the course.** Sample violations include, but are not limited to:

1) turning in work that is partially or fully plagiarized (**including lifting sentences from the textbook or from websites**). FSU and I use plagiarism detection software to detect plagiarized work.

2) copying or closely using the work of another classmate.

Late Work: Failure to complete a course requirement on time will result in deductions or no credit (see pp. 4-6). It is your responsibility to maintain reliable access to the Internet and a computer. Have a back-up plan should something happen to your connection/computer or should you go out of town.

FSU Notice of Non-Discrimination and Diversity. Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. The University is dedicated to providing educational, working, and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act ("MCRA," <u>M.G.L. c. 12, §§ 11H</u>, <u>11I</u>, <u>11J</u>) protects the rights of all residents of and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights. If you have concerns along these lines, please contact me and/or another trusted faculty member, and we can help connect you with the appropriate resources.

U.S. Copyright Law: The course website (on Canvas) may contain copyrighted materials that are used in compliance with U.S. Copyright Law. <u>Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission</u>. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material.

***The Counseling Center*, Top Floor of Foster Hall, https://www.framingham.edu/student-life/counseling-center/**
Sometimes dealing with what life brings us can be a bit overwhelming. Sometimes, too, we can just use some help with life decisions. If you would like to talk with a professional, call or drop by the Counseling Center (top floor of the Student Health Center). In most situations, the visits are free and confidential. Virtual appointments are also available.

Student-Generated Suggestions for Success in this Class

The following are suggestions from former online students. They contain candid advice for success in this course.

Organization/Time Management

"*In online classes, organization is key. Although you have a list of what is going on each week in class, create your own calendar for what is due that week. Put it somewhere you look every day! Try and stay ahead of your work if possible too. If posts are due by Sunday at 11:59p, tell yourself it is due by 11:59a- that way you have a little wiggle room and time to correct your posts before the deadline.*"

"*Do not wait until the last minute to complete the assignments and discussions. I did this in the beginning, and figured out very quickly that they are more time consuming than what I thought they would be.*"

"The most important advice I can offer it to print the syllabus and stay current. Time management is very important in this class. I suggest either a paper or electronic calendar to help keep you from missing deadlines. There is reading, (sometimes) multiple discussions, and a quiz every week. The discussions require a bit of planning and effort, and cannot be properly completed at this last minute. The quizzes are timed; it is imperative to be prepared, to do the reading in the book and supplemental reading at least once, and take notes to prepare for the quizzes."

"...I would advise you to set aside at least a few hours a day to get the proper work done; if you do not have time to set aside for this class, do not take it as a 0 can set you back very far."

"It's important to keep up with emails from professors and check announcements daily on Canvas even if nothing is due. I found that setting reminders on my phone for assignments was very useful and also making to-do lists in my room to remind and motivate myself to complete all of my work."

Emails/Announcements

"Canvas should be checked at least once a day, even if you have no comments to post or assignments to turn in so that you can read the discussions and check the announcements. You may see something in another person's post that helps you improve your own. And there may be an e-mail or announcement with tips on what Dr. Prehar is looking for that week."

Discussions

"...Don't be afraid of posting something on the discussion that you fear other people will think is stupid- from my experience, everyone was quite welcoming."

"Being that it is an online class, it is important to use the features available in Word to help you through your discussion responses. Not only do your responses need to be well written, they need to be understandable. By this I mean, proper use of grammar, spell checking your assignments, and refraining from the use of chat room / street slang. You do not get to meet the other people in class, so opinions (and prejudices) are formed quickly based solely on your writing skills."

"If you don't know, ask a classmate or professor in the 'Ask A Question' discussion forum. This helps everyone who might have the same question. I found that anytime someone asked a question, I also had the same one."

"Turning in work ahead of time on the means the professor will most likely comment on what you wrote, giving you a second chance to fix your work and make it an A-worthy contribution."

" ... I suggest reading every person's posts, not just reading the posts you are responding to. I think that by reading other people's posts, I was able to understand topics that were a bit difficult. Sometimes books are worded in ways that seem more difficult to understand than they really are, but classmates' posts are generally worded in a more simplistic fashion that can be really useful. Just as in face-to-face classes, on-line classes involve learning from professors as well as classmates!"

"Enjoy the discussions. You will likely find students whose contributions you look forward to reading, and others, well not so much. My advice is to keep an open mind, reply to all students, and vary those you reply to. As the weeks build you will appreciate the contributions of the entire class."

Assignments

"Be careful with the assignments. They often take more time than they seem at first!"

"READ DIRECTIONS. I don't know how many times I didn't read directions and lost easy points. Highlight, underline, whatever you have to do but make sure you really understand…."

"For the assignments, detail is key. It is important to go into as much detail as possible with the unit assignments and to go above and beyond, rather than answering the questions plainly."

Reading the Book & Quizzes

"I made sure that I read the chapter the first day of the unit, then when the chapter was still fresh in my mind I would first take the practice quiz and print it out so I could use it during the test. If you are lucky one question may be on the test."

"…As I read, I keep a notebook with me. I do not take notes per se, but what I do every time the author talks about a study someone conducts is I write down their name and the page the study is on (i.e., Milgram, 183). That way if there is a question on the quiz using a specific researcher's name, I can refer to my sheet…I also go to the end of each chapter and put a stick tab there because that's where the definitions are and this helps to go back to quickly during the quiz. I also write the page number the word can be found on next to the definition. It sounds like a lot of work but trust me it is not and it goes right along with the flow of the reading and is well worth it!"

 "…make sure that you do not leave the readings for the last minute. The chapters are not long, but they have a lot of information in them. I found myself reading a chapter more than once, because I would miss some of the key concepts the first time I read through… I actually enjoyed reading the chapters (which surprised me because I normally hate to read)!"

"…I recommend preparing extensively before sitting down to take each quiz as you can only open the quiz once and must finish it in that one setting. Print, read, and highlight all of your <u>additional</u> readings for that unit. You should also keep page 497 of your textbook bookmarked as it provides an index for the research conductors and psychologists that may be referenced in the quiz…"

Technology

"If you use a laptop with a wireless Internet connection, I would recommend that you take your laptop as close to the receptor as possible during a quiz. You don't want to lose your connection while you are taking the quiz, since you will not be able to take it again."

"…I would also suggest that you type your discussion contributions first into Word where you can save it. Then cut and paste your discussion into the discussion box to post it. That way if you lose your connection or something happens to your computer, you don't lose everything that you've done and have to start all over again."

"I advise future students to close ALL other windows while they are taking quizzes, including IM and other internet sites. Wait until you've received the message that the quiz was successfully submitted before opening anything. I didn't do this and had problems submitting my quiz once- all my answers were deleted and it was stressful to try to figure out what happened!"

Miscellaneous

"Though this course moved at a fast pace, I never thought I was doing busy work. I felt like every discussion, every assignment, and every quiz had a meaning and helped me to further understand the topic".

"My advice is not to take this course if you want an easy course, and I mean this is the nicest way possible. It was well worth the effort involved though!"

"Another thing that will help you with this online class is trying to find another way to understand the topic at hand. Reading other papers and watching videos can help you with something that you are struggling with during this class."

"The best advice I could give to any incoming Social Psychology students is to simply be open to everything. There are a lot of interesting studies and theories about how humans behave socially. Some may even challenge your own way of thinking about yourself and the world around you."

Course Schedule

(Subject to revisions. All deadlines are in the Eastern Time Zone of the U.S.A.)

Unit, Dates, & Readings	Discussion Due Dates	Assignment Due Dates	Quiz Due Dates
Course Orientation: Introductions to Each Other & the Course **Date:** May 30 **Reading:** Syllabus	• **Orientation Discussion:** - Due date for **first comments**: 11:59pm on **Monday, May 30** - Due date for posting **replies**: 11:59pm on **Monday, May 30**	**Orientation Assig.:** due by 11:59pm on **Monday, May 30**	**Syllabus Quiz-** due by 11:59pm on **Monday, May 30** (*Note: the syllabus quiz is part of the Course Orientation Assignment*)
Unit 1: Introducing Social Psychology; Perceiving Ourselves **Dates:** May 31-June 6 **Readings:** ***** Chapters 1- 5 in the textbook * Additional reading from Dr. Prehar (see Unit 1 Module on Canvas)	• **First Unit 1 Discussion:** - Due date for posting **first comments**: 11:59pm on **Wednesday, June 1** - Due date for **replies**: 11:59pm on **Thursday, June 2** • **Second Unit 1 Discussion:** - Due date for **first comments**: 11:59pm on **Saturday, June 4** - Due date for **replies**: 11:59pm on **Sunday, June 5**	**Unit 1 Assignment:** due by 11:59pm on **Friday, June 3**	**Unit 1 Quiz**: due by 11:59pm on **Monday, June 6**
Unit 2: Perceiving Others; Attitudes & Behavior	• **Unit 2 Discussion:** - Due date for **first comments**: 11:59pm on **Wednesday, June 8** - Due date for **replies**:	**Unit 2 Assignment:** due by 11:59pm on **Friday, June 10**	**Unit 2 Quiz**: due by 11:59pm on **Saturday, June 11**

Dates: June 7-11 **Readings:** ***** Chapters 6, 8, 9, & 11 in the textbook * Additional readings from Dr. Prehar (see Unit 2 Module on Canvas)	11:59pm on **Thursday, June 9**		
Unit 3: Culture & Gender; Mid-Term Reflections **Dates:** June 12-16 *Note: Friday, June 17 is the last day to withdraw from the course.* **Readings:** ***** Chapters 12 & 13 in the textbook	• **First Unit 3 Discussion:** - Due date for **first comments**: 11:59pm on **Monday, June 13** - Due date for **replies**: 11:59pm on **Tuesday, June 14** • **Second Unit 3 Discussion:** - Due date for **first comments**: 11:59pm on **Wednesday, June 15** - Due date for **replies**: 11:59pm on **Thursday, June 16**	*n/a- no assignment in this unit*	**Unit 3 Quiz**: due by 11:59pm on **Thursday, June 16**
Unit 4: Conformity, Obedience, & Groups **Dates:** June 17-22 *Note: Friday, June 17 is the last day to withdraw from the course.* **Readings:** ***** Modules 14 & 17-21 in the textbook * Additional readings from Dr. Prehar (see Unit 4 Module on Canvas	• **First Unit 4 Discussion:** - Due date for **first comments**: 11:59pm on **Saturday, June 18** - Due date for posting **replies**: 11:59pm on **Sunday, June 19** • **Second Unit 4 Discussion** - Due date for **first comments**: 11:59pm on **Monday, June 20** - Due date for posting **replies**: 11:59pm on **Tuesday, June 21**	*n/a- no assignment in this unit*	**Unit 4 Quiz**: due by 11:59pm on **Wednesday, June 22**

Unit 5: Prejudice vs. Liking **Dates:** June 23-27 **Readings:** * Modules 22-23, 26-27, & pp. 325-329 in the textbook	• **Unit 5 Discussion** - Due date for **first comments**: 11:59pm on **Friday, June 24** - Due date for **replies**: 11:59pm on **Saturday, June 25**	**Unit 5 Assignment:** due by 11:59pm **Sunday, June 26**	**Unit 5 Quiz**: due by 11:59pm on **Sunday, June 27**
Unit 6: Aggression vs. Altruism **Dates**: June 28-July 1 **Readings:** * Modules 24, 25, & 30 in the textbook	• **Unit 6 Discussion:** - Due date for **first comments**: 11:59pm on **Wednesday, June 29** - Due date for posting **replies**: 11:59pm on **Thursday, June 30**	*n/a- no assignment in this unit*	**Unit 6 Quiz**: due by 11:59pm on **Friday, July 1**

GRADING CRITERIA for DISCUSSION CONTRIBUTIONS POSTED ON TIME

Sample Discussion Rubric. Discussion instructions will vary from one week to the next, but you can expect each one to be graded with a rubric similar to one below. Note that while most discussions will be worth 10 points, the number of points assigned to each criterion may slightly vary from week-to-week.

Rating ➜ Criterion ⬇	Clearly Evident (A score)	Evident but in need of development (B score)	Average/Minimally Acceptable (C range)	Below Average (D range)	Missing (F range)
First Comment (4-6 possible points)	First comment included the required information in sufficient depth	All requirements were included, but 1 needed more detail/effort for full credit.	All requirements were included, but 2-3 needed more detail/effort OR one required component was missing.	All requirements needed more detail/effort OR 2+ required components were missing.	No first comment submitted.
Replies (1 to 2 per discussion (2-4 possible points)	Two replies were posted that followed all instructions	Two replies posted but one needed more elaboration/effort for full credit	Two replies posted but both needed more elaboration/effort for full credit.	Only one reply was posted.	No replies submitted.
Writing Quality (1-2 possible points)	Contributions were clear and articulate; no repeated grammar or punctuation errors. Tone was	Contributions contained minor writing errors but meaning was still generally clear. Mostly	Contributions contained multiple proofreading errors and/or grammatical issues. Tone may also have been overly	Contributions contained frequent proofreading and/or grammatical issues that made	n/a- no contributions.

	also professional- no contractions, profanity, or informal/imprecise word choices like 'things', 'got', and 'you'.	professional tone- few-to-no contractions, profanity, or informal/imprecise word choices like 'things', 'got', and 'you'.	informal- a few contractions and occasional use of informal/imprecise words like 'got', 'things', 'you', etc.	the post difficult to understand. Tone may also have been overly informal- several contractions and frequent use of informal/casual words like 'got', 'things', 'you', etc.	
Professional Electronic Etiquette (1-2 possible points)	All replies contained a greeting & a signature, per p. 2 of the syllabus.	One reply was missing a greeting or a signature.	Both replies were missing a greeting or a signature.	Both replies were missing a greeting and a signature.	n/a- no replies submitted.

Reminder about Due dates/late submissions. Full credit is only possible for contributions posted by the stated deadlines in a unit. Contributions posted within 24 hours of a deadline will be accepted, but will only earn half credit. After 24 hours, late contributions will not score (i.e., they will earn 0 points).