

INTRODUCTION TO SOCIAL PSYCHOLOGY

INSTRUCTOR: Dr. Kate Ratliff

GRADUATE TEACHING ASSISTANT: John Conway

GRADUATE TA OFFICE HOURS: Wednesdays, 10.00-11.30am; Thursdays, 3.00-4.30pm (all times are Eastern Times)

COURSE DESCRIPTION

Social psychology is the scientific study of the ways in which people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. When you complete this course you will be able to: (A) distinguish social psychology from other related disciplines, (B) explain the philosophy and methods of science utilized by social psychologists, (C) understand what is meant by the many technical and standard terms used in the field and be able to use them with precision, (D) appraise the value of new psychological science in light of previous theories and findings, and (E) see the world through the eyes of a social scientist.

COURSE TEXTBOOK AND WEBSITE

The text for this course is Aronson, E., Wilson, T. D., & Akert, R. M. (2016) *Social Psychology* (9th edition), Pearson. You may purchase the E-Book if you prefer. This course is housed in the Canvas Learning Management System and includes everything you will need to complete this course.

QUESTIONS ABOUT THE COURSE

1. Check the course syllabus and the "course questions" discussion forum.
2. Check the helpful resources page in Canvas.
3. Post your question to the course questions discussion board. Be sure to give it a meaningful heading! An example would be "Question about due date for open response items" or "Question about cognitive dissonance". Please do not post questions about grades, make-up assignments, or other private matters on the discussion board.
4. Ask your teaching assistant during his office hours or using the Canvas email feature. Questions of a private nature should be emailed to your graduate teaching assistant or discussed during his online office hours.
5. Dr. Ratliff will be happy to answer any questions or address any concerns that cannot be resolved by the graduate teaching assistant. Please email her using the Canvas email feature.

Important Notes: Whether you email or post a question on the "course questions" discussion forum, please allow 24 hours for a response. Questions posted over the weekend will not receive a response until Monday. Please use the Canvas email feature to contact your TA and instructor by email. TA office hours are virtual; you can "speak" with your TA using the Chat tool in Canvas. The initial chat is viewable to anyone in the chat room, so please do not include confidential information here. If you wish to speak with your TA privately, let him know in the chat window and he will provide you with a link to a private conference.

HOW TO PARTICIPATE AND SUCCEED IN THIS COURSE

The course is organized in 12 modules that correspond to chapters of the textbook. You will complete two modules during each week of the semester. This course is condensed into a very short six-week semester; thus, there are high expectations for the amount you should do during a week. Because you will have different assignments for different modules that take place during the same week, it is very important that you be organized and that you keep up regularly with course readings and lectures.

You should start the course by viewing the welcome video, and then reviewing the course objectives. In order to begin the first module, you must first successfully complete the syllabus quiz, which will ask you questions about the content of this syllabus. Each week you will be responsible for completing two modules. To complete an individual module, you should first complete the assigned textbook reading and watch the recorded lecture(s) and other media assigned to that module. After reading the chapter and completing the videos and activities for the week, you should complete the pre-test, which you can take as many times as you'd like until you get the maximum number of points. After that, you'll complete the other assignments related to that module (see below). You'll then do the same for the second module of the week. So, for example, in the first week you'll watch the Week 1 lectures and do the activities. Then you'll do the pre-test. Then you'll do the assignments, and complete the end-of-module quiz. After that, you'll do the same thing for Module 2. Both of the week's Modules will open at the beginning of the week and close at the end of the week; it is strongly recommended that you do all of the assignments for one module before moving onto the second one.

COURSE ASSIGNMENTS

SYLLABUS QUIZ

In order to open the first module, you must complete the syllabus quiz. The syllabus quiz is not graded, but not understanding the syllabus will quickly lead to you losing points, so please read this syllabus completely and carefully first! You will complete the syllabus quiz and the first two modules in the same week.

WRITING PROMPTS

Each week you will be asked to write a short response to a question about the content of one of the modules. The course schedule will tell you which modules require writing prompts. These questions are intended to get you to incorporate the material you're learning about in class into your own life. These are not essay-length assignments. Usually a single paragraph consisting of 5-6 sentences is enough to adequately answer the question (for point of reference, this paragraph you're reading right now is 6 sentences long). These are due by the end of the module week (11:59pm on Sundays). Each of these responses is worth three points toward your final grade, for a total of 36 points. The following is a rubric for how these items will be scored. An example of a "Superior" writing prompt response is available in the "course questions" discussion forum.

3 = Superior	2 = Adequate	1 = Needs Improvement	0 = Unacceptable
Demonstrates full and complete understanding of the concepts. Evidence of extended critical analysis, including examples from “real life”. Thoughtful, concise, and error-free.	Demonstrates reasonable understanding of the concepts. Clear evidence of critical analysis, but relatively underdeveloped. Runs on too repetitively in one direction or is too scattered.	Demonstrates only partial understanding of the concepts. Little evidence of critical analysis. No examples or examples are only partially relevant. Poor writing.	No response is provided or response shows clear lack of understanding and/or is unrelated to the prompt.

REAL-WORLD APPLICATION

Each week you will be asked to relate a concept from the week’s course content to something you observed in the “real world”. You may choose which of the week’s modules to use in this task. This assignment is intended to help you see social psychology in every day life. Each week’s application should start with this exact sentence, with the appropriate information filled in: This week, I saw an example of _____ from Module __ in the real world when _____. You should then write 3-4 additional sentences in which you define the concept you are using (the one that goes into the first blank) and state, very specifically, how your example is indeed an example of that concept. This latter part is essential. It is not enough to simply say that some situation is an example of a concept, you need to explain why it could be considered an example.

These are not essay-length assignments. As with the writing prompts, a single paragraph consisting of 5-6 sentences should be enough to adequately answer the question. These are due by the end of the week (11:59pm on Sundays). Each of these responses is worth three points toward your final grade, for a total of 18 points. The following is a rubric for how these items will be scored. An example of a “Superior” real world application is available in the “course questions” discussion forum.

3 = Superior	2 = Adequate	1 = Needs Improvement	0 = Unacceptable
Begins with an appropriate sentence in the format given. Defines the course concept correctly and provides an appropriate real world example. Clearly explains what makes the real world situation an example of the concept.	Is missing (or reports incorrectly) one of the essential features required for a Superior grade	Is missing (or reports incorrectly) one of the essential features required for a Superior grade	Is missing (or reports incorrectly) one of the essential features required for a Superior grade

DISCUSSION FORUM POSTS

Because this course does not meet in person, the discussion forum provides us with a way to have a conversation about the week's course work. Each week you will be asked to post to the weekly discussion group for one of the modules. The course schedule will tell you which modules require discussion posts. This post must be completed by 11:59pm on Friday in order to give your classmates time to respond. In addition, you will need to respond to two posts by classmates each week. Your responses must be posted by 11:59pm on Sunday night. Your initial post is worth one point and each of your two responses is also worth one point. You will complete one Discussion Forum Post during each week, thereby leading to a total of 18 points allotted to this assignment (plus two additional points for the introductory post; see immediately below).

Introductory Post

During the first week, you should post an Introduction Post in addition to your regular weekly posts. This post is so that you can get to know the other people in your class. This should be a couple of sentences long; just say something about who you are and why you're taking this course. If you prefer, you may upload a video introducing yourself. This post is worth two points.

Weekly Forum Post and Responses

Your post each week should be directly related to the course material for the module specified in the course schedule. Beyond that, the content of your post is up to you. I know from experience that students are often confused when there is no explicit prompt. However, this is on purpose. In the rest of the course, I am directing the show. In this part of the course, the conversation is for you to lead. The idea is to write initial posts (i.e., the one that is due on Friday) that may get a discussion started. You could, for example, expand on a concept introduced in the lecture using examples from your own life. Have you noticed examples of the week's topic taking place at your job? Or, you could state whether you agree or disagree with something from the book. While your post should indicate that you've thought about the content of the module, it does not need to be overly long; 3-4 sentences is usually enough for your initial post. Your discussion forum post may not be redundant with your real world application response (see below); if it is, you will not receive credit for either.

You will also need to respond to two of your classmates' posts. Your responses should also be one or two short paragraphs in length. The idea is to continue the discussion by engaging with the initial posts and/or your classmates' responses. You can expand on a point that has been made or explain why you disagree. Please be very careful to always be civil in disagreement as many of the topics we cover in this course can be contentious and/or emotional. At times you will disagree with each other - that is healthy; disrespect for each other is not. In addition to the content of your posts, your ability to appropriately engage in discussion will be reflected in your grade. You will get one point for your initial post and one point for each of your two responses. Posts are graded on whether we feel you interacted meaningfully with the module's material. Additionally, responses to your classmates posts consisting of things like, "Me too" or "I agree" are not considered enough to gain a point. You must show evidence of having thought about their post.

PRE-TESTS

After viewing the lecture, and before taking the end-of-module quiz, you should complete the module pre-test. These consist of a short set of questions designed to ensure that you have viewed each lecture and to give you some sense of whether you are ready for the end-of-module quiz. Note that you will complete two of these (one for each module) each week. You will have a chance to correct your errors and these are worth 1 point each for completing them correctly (for a total of 12 points). There will be no time limit on the pre-tests. Please note that items on the pre-tests are generally easier than those on the quizzes. They are meant to be practice – not an indication of how well you will do on the end-of-module quizzes!

END-OF-MODULE QUIZ

There will be a graded quiz at the end of each module. These quizzes will be a combination of multiple choice, matching, and true/false questions that come from the course material (i.e., textbook, lectures, and supporting media). Note that you will complete two of these (one for each module) each week. The quizzes are timed and you must allot yourself enough time to complete the quiz before it closes. If you are still taking it at 11:59pm, it will close on you automatically and submit your quiz as is. Once you begin the quiz, you will have 20 minutes to complete it. Each of these quizzes will be worth 16 points (for a total of 192 points). You can view the correct answers to the quiz starting 24 hours after the module closes.

COURSE GRADES

Your final grade will be calculated based on your grades on twelve end-of-module quizzes (16 points each; 192 points in total), your completion of the twelve pre-tests (1 point each; 12 points in total), six writing prompts (3 points each; 18 points in total), six real world applications (3 points each; 18 points total), and your discussion post grades (3 points each week + 2 point for your introduction post; 20 points in total). Your final course grade will reflect how many total points (out of 260) you accumulate.

Points needed per letter grade:

A	242 or above	C	190-198
A-	234-241	C-	182-189
B+	225-233	D+	173-181
B	216-224	D	163-172
B-	208-215	D-	155-162
C+	199-207	F	154 or below

Note that the grade cutoffs are real and non-negotiable. I do not round grades. For example, if you end the semester with 241.5 points, you will receive an A- for the course because you did not reach the 242 points required for an A. I do not offer extra credit; please don't ask.

STUDENTS WITH DISABILITIES

Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide documentation to the Instructor when requesting accommodation.

POLICY FOR DISPUTING A GRADE

You will have one week (including weekends) after a grade has been posted to dispute your grade. Grade disputes will not be considered after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute clearly (i.e., what item or question are you referring to, in what module) and a paragraph explaining why you believe your answer is correct. Then send a private email with this information to your TA. Please note that the TAs will consider your case, but they are not required to change your grade simply because you believe you are right. You may always email Dr. Ratliff if you cannot resolve the issue with your TA; however, it is rare, if ever, that she will overturn a TAs decision.

LATE ASSIGNMENTS AND MAKE UP WORK

Please note that late course work is not accepted unless you have an emergency that leaves you unable to participate in the course for at least five days. Note: This is a good reason to do your work early rather than waiting until the last minute to complete your assignments. Making up late assignments will only be granted for university approved reasons and must include proper documentation as per university guidelines. Because you may do your work at any point during a given week, the documentation must state clearly that you were unable to participate for at least five days.

CHEATING AND ACADEMIC DISHONESTY

Cheating is defined in the UF Handbook, and it is the student's responsibility to be familiar with its many forms. Students should be sure that they understand the UF Student Honor Code. If a student is caught cheating, the first offense will result in a zero for that exam or assignment and a record of the event will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an "E" for the course, and the student will go before the Honor Court. As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply may result in disciplinary action up to and including expulsion from the University."

ACADEMIC COMPLAINTS

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

COURSE SCHEDULE

Each module lasts for one calendar week. Each week begins on Monday and ends on Sunday. More specifically, the week begins at 12:00am separating Sundays and Mondays.

Dates	Module/Topic	Assignments
5/9-5/15	Module 1: Introducing Social Psych Chapter 1	Syllabus Quiz Introduction Discussion Post Module 1 Pre-test and End-of-Module Quiz Module 2 Pre-test and End-of-Module Quiz Module 1 Writing Prompt Module 2 Discussion Post Real World Application
	Module 2: Social Psych Methodology Chapter 2	
5/16-5/22	Module 3: Social Cognition Chapter 3	Module 3 Pre-test and End-of-Module Quiz Module 4 Pre-test and End-of-Module Quiz Module 3 Writing Prompt Module 4 Discussion Post Real World Application
	Module 4: Social Perception Chapter 4	
5/23-5/29	Module 5: The Self Chapter 5	Module 5 Pre-test and End-of-Module Quiz Module 6 Pre-test and End-of-Module Quiz Module 5 Writing Prompt Module 6 Discussion Post Real World Application
	Module 6: Justifying Our Actions Chapter 6	
5/30-6/5	Module 7: Attitudes Chapter 7	Module 7 Pre-test and End-of-Module Quiz Module 8 Pre-test and End-of-Module Quiz Module 7 Writing Prompt Module 8 Discussion Post Real World Application
	Module 8: Conformity Chapter 8	
6/6-6/12	Module 9: Interpersonal Attraction Chapter 10	Module 9 Pre-test and End-of-Module Quiz Module 10 Pre-test and End-of-Module Quiz Module 9 Writing Prompt Module 10 Discussion Post Real World Application *Note correct chapter numbers
	Module 10: Prosocial Behavior Chapter 11	
6/13-6/19	Module 11: Aggression Chapter 12	Module 11 Pre-test and End-of-Module Quiz Module 12 Pre-test and End-of-Module Quiz Module 11 Discussion Post Module 12 Writing Prompt Real World Application *Note which modules have post and prompt
	Module 12: Prejudice Chapter 13	