

Syllabus for Psych 30 Social Basis of Behavior – Eureka Campus

Semester & Year	Spring 2017	
Course ID and Section #	Psych E0948	
Instructor's Name	Deanna Herrera-Thomas	
Day/Time	MW 11:40-1:05PM	
Location	Creative Arts 113	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	Creative Arts 133
	<i>Office hours</i>	MW:1:05-2:05
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Textbook Information	<i>Title & Edition</i>	Social Psychology 9 th ed.
	<i>Author</i>	Aronson, Wilson and Akert
	<i>ISBN</i>	10579826

Course Description:

The scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research, theory, and practical applications will be covered. This course addresses social issues using current events to illustrate social-psychological constructs. Students will be given the opportunity to apply social psychological concepts to actual classroom experiences that demonstrate the social influences at play on behaviors and on internal cognitive events. The course canvasses the history of the field of social psychology. This is a college level course, and students will be expected to read and write at the college level.

Student Learning Outcomes

1. Demonstrate the ability to identify and differentiate central processes of social cognition and their role in at least one of the following: the construction of self and identity, the experience of emotion, intimacy and attraction, group process, social influence, attitude formation and change, prosocial and aggressive behavior, and intergroup relations.
2. Analyze the impact of society and culture on human diversity, especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values.
3. Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability to apply them to hypothetical and/or real life situations found in a variety of contexts.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#). Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Syllabus for Psych 30 Social Basis of Behavior – Eureka Campus

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Social Basis of Behavior: Psychology 30 Spring 2017 MW 11:40-1:05 CA 113

Your instructor for this course is Dr. Deanna Herrera-Thomas

e-mail Deanna-Herrerathomas@redwoods.edu phone:476-4307

Office hours : CA 133 MW at 1:05-2:05

Aronson, E., Wilson, T., & Akert, R. (2012). *Social Psychology* 9 th Ed. Upper Saddle River, New Jersey: Prentice Hall.

Important Dates: If you would like to drop, then drop yourself before or on Jan. 30th!!!!

Description:

The scientific study of how thoughts, feelings, and behaviors, are influenced by the actual, imagined, or implied presence of others. Relevant research, theory, and practical applications will be covered. This course addresses social issues using current events to illustrate social-psychological constructs. Students will be given the opportunity to apply social psychological concepts to actual classroom experiences that demonstrate the social influences at play on behaviors and on internal cognitive events. The course canvasses the history of the field of social psychology. This is a college level course, and students will be expected to read and write at the college level

Course Objectives

This course provides an introduction to the exciting field of social psychology. The primary goal of this course is to familiarize you with the fundamental research-based principles of social psychology. Although this may not always be an easy task, we will try to enjoy accomplishing this goal (as far as I know no student has ever died as a result of taking this course). Learning is usually a good deal of fun in this course, and mutual participation in activities and discussions will enhance the experience and deepen your understanding of the material. Additional outside of class group work will be required in order to provide opportunities to build skills by working together to successfully complete tasks and to apply your learning to real world situations.

Student Learning Outcomes

1. Demonstrate the ability to identify and differentiate central processes of social cognition and their role in at least one of the following: the construction of self and identity, the experience of emotion, intimacy and attraction, group process, social influence, attitude formation and change, prosocial and aggressive behavior, and intergroup relations. 2. Analyze the impact of society and culture on human diversity, especially as it relates to gender, self and identity, ethnicity, socioeconomic status, sexuality, worldview, collective behavior, and/or values. 3. Demonstrate a familiarity with at least one of the findings from research in social psychology and the ability to apply them to hypothetical and/or real life situations found in a variety of contexts.

IMPORTANT NOTES

The schedule is a tentative general outline of how we will cover the chapters but may not be adhered to depending upon the timing of class events, discussion and presentations.

It is critical that you read the chapters before the lecture about them. ☑ You will be responsible for reading all of the assigned sections in the text. Material related to the chapters will be discussed in class in order to reinforce your understanding of the concepts, but lectures will not serve to review the contents of the textbook. ☑ It is strongly recommended that students with limited writing experience seek out additional tutoring and support with writing papers. Assessments will be provided in the forms of writing assignments and embedded exam questions as well as in oral presentations to determine how students are progressing on student learning outcomes.

EXTREMELY IMPORTANT NOTE

This course includes group work and assignments and therefore will require of the student the necessary communication skills to function within a group successfully. ****Disruptive Behavior****

Students are expected to participate in class discourse, not private discussions during class time. It is essential that students do not interrupt each other's speech (or the instructor's), yell, call each other (or the instructor names) or engage in disorderly behavior. A student attending the class under the

influence of drugs or alcohol will be asked to leave. Any student disrupting class will be asked to leave and administrative follow-up will result.

If you miss class it is incumbent upon you to check in with other students to obtain notes and pertinent information missed. I will give you an opportunity to introduce yourself to a study partner, who can be your designated go-to-helper for those times you miss. You can contact me at the email address on this syllabus to inform me of absences. Students who attend classes tend to do well, while; students who don't, don't. Please be your best advocate and show up for class, take notes, ask questions and read before engaging in discussions.

Social Psychology addresses current events and sometimes controversial issues. The course will address racism, genocide, war, human degradation, attraction, aggression and other issues that at times spark lively debate. Current events are a main source of topical inquiry in the course, as is in keeping with the tradition of social psychological inquiry. You will not be graded on your political views and whether or not they are consistent with the views of the instructor (which are based in research on social psychological theory and practices). You will be graded on your ability to participate and contribute to a collaborative learning environment and your ability to analyze and communicate your learning in a variety of ways outlined by the syllabus. It is your responsibility to express opinions in a respectful and non-threatening manner. If your behavior interferes with the learning of other students you will be asked to leave the class for two class periods with administrative follow-up.

Electronic devices and communications are prohibited. If you require electronic accommodations please inform the instructor. My policy on this is to offer one verbal warning and then one written warning if behavior is repeated. If student persists in using devices then he or she will be asked to leave the class for two class periods with administrative follow-up.

Instructor reserves the right to drop students who have not completed sufficient activities to pass the class such as lack of attendance that would lead to failure. Instructor also reserves the right to grade students independently of other students for the group project requirement if there is inconsistency in participation between members.

Grading and Requirements

Exams: Worth a total of 200 points There will be two multiple-choice exams in addition to a final exam. Both consist of 50 multiple-choice items. The first exam will be a take-home study exam and will be designed to help you to keep up with your reading. The second test is designed to test your understanding of concepts rather than your ability to simply read the material. This second exam will be taken in the classroom and will be based on material covered in the book, lectures and video segments shown in class.

The final exam will include one essay question chosen out of ten possible questions of which you have prepared to answer. The final will be worth 100 points.

No late quizzes, No late tests and No late papers accepted unless the instructor delays turn-in dates for the entire class. No exceptions!! If you are not in class to turn in or pick-up a quiz you can not receive points for the test. You may not turn a quiz into my box in lieu of class attendance.

Reaction Paper/Expository/Personal Paper (same assignment different names): Worth 50 points

Each student is required to write a two-page reaction paper. The assignment involves selecting a theory from the text or a topic discussed in lecture that you find particularly interesting, evaluating it with current research, and relating it to an event you believe to be important to your own social experience. A listing of topics can be found at the end of the syllabus. You may write on different topics but must obtain approval from the instructor. The title page must be on a separate sheet of paper in APA style and stapled at the upper left-hand corner. References are to be provided on an APA style reference page. These two pages (the title and reference) are not included in the count for pages of your paper. The body of the paper need not be written in APA style. The paper is short as I am looking for quality and not for quantity. Do not hand in a rough draft; all submitted material should be free of spelling, typographical, and grammatical errors. The reaction paper will be evaluated on the following criteria: 1) content organization; 2) your ability to write in a clear and concise manner; 3) evidence suggesting you have thought deeply about the concept(s) and its implication.

Group Research Paper, Presentation and Focus Groups: Worth a total of 120 points

Each student will be assigned to an 8-10 person focus group in which you will be given the opportunity to discuss topics and to engage in classroom activities based upon the material presented in class. The group will generate one research paper that will be 3 pages in length not including the APA title and reference pages. This research paper will be presented in class. The paper and presentation are worth 120 points.

Attendance and Participation: 30 points

Students are required to attend class and are expected to participate in class discussions and activities. Bonus points are given for in-class assignments when designated. You cannot make them up and they are utilized as a form of extra credit. 10pts or more are offered at the discretion of the instructor.

Grading Scale

372-400=A (93%+) 332-345=B(83-86%) 280-307=C(70-76%)

360-371=A-(90-92%) 320-331=B-(80-82%) 240-277=D(60-69%)

348-359=B+(87-89%) 308-319=C+(77-79%) 236and below=F(59%-??)

Tentative Course Calendar

Week Date	Topics	Reading	Tests/Assignments	Notes	Reminders
Week 1 Jan. 18,23	Introduction	Chapter 1	Read Chapter 1	16 th MLK Day	
Week 2 Jan. 25,30	Methodology and Research	Chapter 2	Read Chp. 2 Quiz 1 Take Home		
Week 3 Feb. 1,6	Methodology and Research Social Cognition	Chapter 3	Read Chps. 2&3	Census Day to Drop Yourself*	Inform me of your topic for Reaction/Expository Paper (Personal Paper).
Week 4 Feb. 8,13	Social Cognition	Chapter 3	Read Chapter 3		
Week 5 Feb.15,20	Social Perception	Chapter 4	Read Chaps. 3&4		Lincoln's B-Day Feb.17 Presidents Day Feb.20

Week 6 Feb 21,27	Social Perception Attraction	Chapter 4&5	Read Chaps. 4&5		
Week 7 March 1,6	Self-Knowledge	Chapter 5	Read Chapter 5		
Week 8 March 8,13	Self-Justification	Chapter 6	Read Chapter 6	Personal Paper Due!	
Week 9 March 15,20	Self-Justification	Chapter 6	Read Chaps. 6&7	Spring Break!! 13 th -17 th	
Week 10 March 22,27	Attitudes and Change	Chapter 7	Read Chapter 7	Quiz I Due Pick-up Quiz II	
Week 11 March 29, April,3	Conformity	Chapter 8	Read Chapter 8	Meet in Groups	
Week 12 April 5,10	Conformity Obedience	Chapter 8	Read Chaps. 8&12		
Week 13 April 12,17	Aggression	Chapter 12	Read Chapter 12	Group Papers Due	
Week 14 April 19,24	Aggression & Prejudice	Chapter 13	Read Chapter 13	Quiz II Due	
Week 15 April 26,	Group Presentations				
Week 16 May 8-11	Finals Week			Come to final only	

Important Dates

Census Day: Jan 30th (DROP YOURSELF BY THIS DAY if you plan to drop the class). If you drop after this day then you could get an "F" in the class. Access the Admissions page for all other dates (under pulldown menu: "Parents/Families").

All-College Holidays: Lincoln's Birthday Feb. 17, President's Day Feb. 20, Spring Break March 13- 17. Two "Personal Days" will be taken by the instructor during the semester and you will be notified of those ASAP. Final Exams, 5/08-5/11

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During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities.

I do not always post grades on LMS. My experience teaching has shown me that if a student comes to speak to me and requests grades, I can provide a context for the grades and how the student can, if an issue, increase his or her score. Early grades can be deceiving in terms of overall scoring of points. This time also allows me the opportunity to encourage students, offer tips on study skills or provide for useful referral information. I find that this increases overall persistence in my classes, but if the class determines that (by consensus) that it is preferred that I do, then I will oblige.