

<b>Syllabus for Social Psychology – Online</b>		
<b>Semester &amp; Year</b>	Spring 2018	
<b>Course ID and Section #</b>	Psychology -30-V4588	
<b>Instructor's Name</b>	Deanna Herrera	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	
	<i>Office hours</i>	By appointment
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	<i>Email address</i>	Deanna-Herrerathomas@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Social Psychology:9 <sup>th</sup> Edition
	<i>Author</i>	Aronson, Wilson, and Akert
	<i>ISBN</i>	13-9780133936544
<b>Course Description</b>		
<p>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.</p>		
<b>Student Learning Outcomes</b>		
<p>This course is designed to provide students with a learning experience to reach and meet the following learning outcomes,</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to identify and differentiate central processes of social cognitive and their roles 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 changes, pro-social and aggressive behaviors, and intergroup behaviors.</li> <li>2. Analyze the impact of society on culture on human diversity, especially as it relates to gender, self and identity, ethnicity, socio-economic status, sexuality, world view, collective behavior and or values.</li> <li>3. Demonstrate 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.</li> </ol>		
<b>Necessary Computer Skills</b>		
<p>To be successful in this course you need adequate computer skills. You must be able to navigate the class website, open and down load files and use a word processor. It is the student's responsibility to meet the technology demands of the course. The college utilizes the Canvas learning management system. Support can be found through contacting staff on the Canvas home page. There is also a non-credit class that is providing support with computers on campus.</p>		
<b>Technology Requirements (computer, other hardware, and software)</b>		
<p><b>Computer Requirements: Most computers and internet providers are adequate. Broadband services from cable,</b></p>		

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**DSL or satellite providers are recommended. You will need to have access to the internet at least three times a week for 16 weeks. Anticipate problems with your computer and internet access by completing your work early and staying up to date.**

### Technology Support

Before contacting Technical Support please visit the Online Support Page at <http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

### 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.

### Regular Effective Contact

**Online office hours will be provided on Friday's 9-10AM and at additional appointment times. On Fridays I will be available by telephone to meet with students. It is a good idea to make an appointment with me to assure that ample time is given to your needs. I will get back to students as soon as possible and in no later than two days with weekends and holidays off. Discussions will be used to keep the student community in touch with one another and with me. There will be a "Gripe" discussion posted half way through the course to give students an opportunity to address problems that have arisen over the first portion of the class and I will respond with appropriate changes if needed.**

### Academic Support and Resources

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

## Syllabus for Social Psychology – Online

### Course Communication

**I will be sending out announcements weekly to keep you informed. I am available by email. It is important that this course integrates fluidity in communication so that students communicate with me and with one another in a way that creates community. I will read all discussion posts and join in often.**

**Student work groups will be created to foster community support.**

**Communications will be civil and respectful. If you have questions concerning grades this is best done through email to me through the Canvas link.**

### 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 College of the Redwoods:

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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](mailto:security@redwoods.edu) if you have any questions.

*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.*

## Syllabus for Social Psychology – Online

### **Proctoring**

Proctoring is not required for this course.

### **General Psychology-Psych. 30-V4588**

**Instructor: Dr. Deanna Herrera (I prefer to be called Deanna)**

**Email: Please use your Canvas email or send a message to Deanna-Herrerathomas@redwoods.edu**

**Office Hours: By appointment. Please send me a message and request a day and time that would work best for you.**

### **Course Objectives**

**This course is designed to provide you with a foundational understanding of the riveting field of social psychology (truly, it *is* riveting). Although, this will not be an easy task, it need not be painful and we should have fun accomplishing this goal. Keeping up with reading (or the audio presentation of the reading) is essential to your success in this course.**

### **Expectations and Commitments of Students**

**It is necessary to keep up with the reading that is embedded in the Modules provided on Canvas and additional unit discussions. Each chapter will include assignments related to it, as well as additional materials that support the information (such as videos, images, PowerPoint, research articles etc...). Please give yourself the best opportunity to succeed by participating in discussions and take extra credit assignments seriously and get your work in on time. This three credit-hour class will require about nine hours per week of your time. You must carefully read textbook chapters, submit thoughtful writing assignments, complete a research paper analysis, and**

successfully demonstrate your learning in exams. Conscientiousness, courteousness, attention to details, reading writing and study skills are critical to your success. It is highly recommended that you have taken English 1A to take this course and be successful in it. Because there is flexibility built into the schedules of online courses you will need to monitor when and how much you read and work on assignments. Creating a weekly study schedule is helpful.

If for any reason there are issues impacting your ability to complete work it is incumbent upon you to contact me, and I encourage you to do so, before you fall behind. Reach out and let's see what we can do together to keep you up-to-date with assignments.

Online communications can create a sense of social distance and perceived anonymity, impacting both the sender of messages and the receivers. Because of this, it is very important to be mindful to communicate respectfully to one another. Be aware that comments without facial expressions, vocal tone, or body language to inform meaning and intention can be interpreted as being harsh, so, please keep all communications supportive and kind. And this is especially true if you are critiquing the work of another student. Keep it positive!!!!!! If a student calls another student a name or personally attacks another, I will suspend them from the course temporarily and consult with the Behavioral Intervention Team and notify the administration. This is important because the content of this course can bring up strong feelings as we cover many concepts related to human variability. It is every student's right to feel respected and safe to take intellectual risks and to participate openly.

### **Expectations for your Instructor**

I will get back to you as soon as is feasible and in no later than 48 hours, except for on the weekends and holidays. Every assignment I grade I do so with equanimity, meaning that, I do not judge my students for the work they turn in or the grades they earn. I only judge the assignments based on criterion set in the rubrics (elements that are assigned specific points). I will make every effort to assure that all students are provided with the material in a manner that optimizes success. Some assignments require more time to grade than others do, and grading can take up to two weeks, depending upon the length and quality of papers I receive. Please read over editing comments I supply you with on your papers because this is a great way to develop written communication skills. However, I do not accept rough drafts. It is incumbent upon you to edit your work, have college level reading and writing skills, and obtain support from the student resources noted above if needed. In addition, there is a writing "packet" I supply you with that is complete with online peer editing sites, online writing sites for American Psychological Association Style (APA), model papers completed by students from past classes, research instructions, APA form in a nutshell (what you will need for purposes of the final paper), a very detailed rubric, and topic suggestions. Expect an extra credit assignment or two and this is a great opportunity to bolster your scores on tests or quizzes you may have scored lower on than you hoped.

## **Academic Dishonesty**

Resources will be provided to inform all students about copyright law, plagiarism, and cheating in general. It is up to me to determine if cheating has taken place and if I believe that it was intended. If I determine that academic dishonesty has been intentionally engaged, then I will remove the student from the course for two weeks and this will gravely impact their grade. If the dishonesty is egregious, I reserve the right to contact the administration and give the student an “F” on an assignment or in the course. Please review the Academic Policy on the cover page and ask me any questions you may have regarding the policy.

## **Drop and Withdraw**

Students may withdraw themselves and instructors (AP 5075) are allowed to withdraw students from class for non-participation or excessive absences through the 10<sup>th</sup> week of class. If a student misses more than half of the time in the four weeks they will be dropped. I highly recommend that you drop yourself before the census date so that you will be dropped from my role. Below you will find important dates, including those for dropping and withdrawing. Be sure to check with admissions if you are considering withdrawing after census so that you will receive a refund.

## **Important Dates**

Jan. 13, classes begin, Jan. 19th is the last day to add a class, Jan.26th is the last day to drop and obtain a refund, Jan. 26th is the last day to drop without a W.

Jan. 29th is CENSUS DAY. This means you should drop yourself by this day to assure that you are dropped from the course.

Spring Break is March 12-16th and May 7th begins the Finals week.

## **Course Participation Policy**

Students are expected to participate in weekly class discussions. When group assignments and discussions are scheduled, it is each student’s responsibility to participate accordingly and to get the assignments in as required by each rubric that is posted with the particular activity. If nothing is posted in one week the instructor will not allow for make-up work unless specific permission is given via email communication. If a student misses two weeks in a row (by not turning in assigned

material, engaging in discussions and completing assignments) they will be automatically dropped from the class. Missing one week will seriously impair performance.

## **Course Requirements and Grading**

### **Discussions**

Each week will include a discussion essay and this is worth 10 points. Discussions will also include responses to other students worth a total of 20 points for 2 replies. Responses should be three very thoughtful paragraphs long.

The essays are to be 200 words long and the responses can be of any length.

The essays should be free of grammatical and spelling errors and provide a thoughtful analysis of the question posed or prompt. Citing specific examples is expected. You do not need to relate any material to yourself, but if you choose to do so, this is wonderful. Detailed rubrics are easily accessed by clicking on the gear icon and there you will find the point break-down.

Discussions are worth a total of 260 points

### **Quizzes**

Most weeks will include a quizzes and the points vary depending upon difficulty level. However, there will be no late quizzes accepted and they are 10 points each.

These are worth 130 points total

### **Research Assignments**

#### **Group Collaboration**

Each student will be assigned a group to complete one written assignment. You will be assigned a focus group where you will generate one research paper analysis that will be provided within Assignments and in the Modules. Each group will be given a research paper to critique and through discussion will produce one essay (I will receive the same essay from each group member).

This is collaboration is worth 10 points

## **Final Research Paper**

**This assignment requires that each student complete one research paper on an area of their choice. Any topic within the field of psychology is acceptable so long as there is available research to include in the reference section. This requires some research on the library databases. The expectations, rubric and instructions will be provided to you in detail. This is an APA paper and may be the first research paper you have completed on your own. I have ample materials to support you and will give you very detailed instructions with sample student papers to guide you.**

**This paper is worth 100 points.**

## **Midterm**

**The midterm is worth 100 points and will cover the topics from Chapters 1-9. The midterm will consist of essay questions that require you to demonstrate a thoughtful integration of concepts learned.**

## **Final**

**The final will be an essay exam worth 100 points and will cover the second half of the semester material from the mid-term on.**

**The Final is worth 100 points.**

## **Grading Scale**

**93%+=A**

**90-92%=B**

**87-89%=B+**

**83-86%=B-**

**80-82%=C+**

**77-79%=C+**

**70-76%=C**

**6—69%=D**



<b>Learning Units</b>	<b>Topic</b>	<b>Assignments</b>
<b>Learning Unit I.</b>		
Week 1	Introduction and Welcome!	Read Chapter 1. Discussion/Essay
Jan.15-21	Foundations of Social Psychology	Quiz Read Chapter 2.
Week 2	Methodology and Research	Discussion/Essay
Jan. 22-38		Quiz Read Chapter 3.
Week 3	Social Cognition	Discussion/Essay
Jan.29- Feb.24		Quiz Read Chapter 4.
Week 4	Social Perception	Discussion/Essay
Feb.5-11		Quiz Read Chapter 5.
Week 5	The Self	Discussion/Essay
Feb.12-18		Quiz
<b>Learning Unit II.</b>		
<b>Behavior and Cognition</b>		
Week 6	Cognitive Dissonance	Read Chapter 6. Discussion/Essay
Feb.19-25		Quiz Read Chapter 7.
Week 7	Attitudes and Attitude Change	Discussion/Essay
Feb.26-March 4		Quiz Read Chapter 8. Discussion/Essay
Week 8	Conformity	Collaboration Assignment (Read Assignment Instructions)
March 5- 11		

Week 9		Read Chapter 9.
Spring Break (March 12-18)		
Week 10	Group Processes	Discussion/Essay
March 19-25		Quiz
<b>Learning Unit III.</b>		
<b>The Good, the Bad and the Ugly</b>		
Week 11	Attraction	Read Chapter 10
March 26-April 1		
Week 12	Pro-Social Behavior	Read Chapter 11. Discussion, Research Paper Overview, Quiz
April 2-8		Read Chapter 12 Discussion/Essay
Week 13	Aggression	Library Research Overview
April 9-15		Quiz
Week 14	Prejudice	Read Chapter 13 Discussion/Essay, Quiz
April 16-22		Work on Research Paper: Choose a Topic, Find 3 Research Articles
<b>Learning Unit IV.</b>		
<b>Social Psychology in Action</b>		
Week 15	Social Psychology In Action	Read Chapter 14. Discussion/Essay
April 23-29		Quiz
Week 16	Social Psychology In Action	Read Chapter 15 Discussion/Essay
April 30-May 7		Quiz
Week 17		
May 7		Final

The instructor reserves the right to modify the syllabus as the course is in session to accommodate a variety of issues that could arise, with the goal of benefiting students.