Syllabus for [*Social Psychology*] – Online		
Semester & Year	Spring 2019	
Course ID and Section #	Psych-30-V5543	
Instructor's Name	Deanna Herrera	
Number of Credits/Units	3	
Contact Information	*Office location*	Contact by email through Canvass
	Office hours	By Appointment
		Please use Canvas email for communications
	Email address	Deanna-Herrerathomas@redwoods.edu
Textbook Information	*Title & Edition*	Social Psychology 10th Edition
	Author	Aronson, Wilson and Akert
	ISBN	9780134641287

Course Description Social psychology is the scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This course will explore the foundational aspects of the field including relevant research, theory, and practical application. This course will give students the opportunity to apply social psychological theory to actual classroom and life experiences that exemplify social influences on behavior.

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 apply them to hypothetical and/or real life situations found in a variety of contexts.

Necessary Computer Skills Online courses require adequate computer skills. You must be able to:
- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email
- download and upload files to the Canvas, and
- use a word processor (such as Microsoft Word)

It is your responsibility to meet the technological demands of the course.

Syllabus for [*Social Psychology*] – Online

Technology Requirements (computer, other hardware, and software)
You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are videos that require this speed. You need to have reliable access to the internet for the duration of the course. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines. I have learned this the hard way myself, so I do understand, but this point can not be overly emphasized. Start your work as soon as is possible to do so that any computer glitches can be remedied by the due dates. Especially, for longer assignments, like research papers or group collaborations.

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 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

Announcements will be made weekly, Discussion forums will be provided on most weeks, and the instructor will return communications in 48 hours or less other than weekends and holidays. Instructor will check in regularly with the class and personal appointments can be scheduled weekly.

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:

- o CR-Online (Resources for online students): http://www.redwoods.edu/online
- o Library (including online databases): http://www.redwoods.edu/library/

o Canvas help and tutorials: http://www.redwoods.edu/online/Canvas
o Student Online Hand Book:
http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf

Course Communication
Instructor can be contacted by Canvass email, and will do her best to respond quickly.
It is important that students recognize that online communications lack the non-verbal
communications that can provide for context of tone and intention. Please be mindful of
this by reading over Discussion posts before submitting those to assure that submissions
are positive and respectful. Especially, if feedback other students is being provided.

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.
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Syllabus for [*Social Psychology*] – Online

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 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.

Proctoring
There will be no proctoring of exams for this course.

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Course Description

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Student Learning Outcomes

This course is designed to provide students with a learning experience to reach and meet the following learning outcomes,

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.

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.

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.

Necessary Computer Skills

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

Syllabus for [*Social Psychology*] – Online

providing support with computers on campus.

Technology Requirements (computer, other hardware, and software)

Computer Requirements: Most computers and

internet providers are adequate. Broadband services from cable,

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 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. As far as testing is concerned, I generally give students plenty of time to assure that the time frames for due dates accommodate most, if not all, students who require extended testing. If you have a disability or believe you might benefit from disability related services and may need

Syllabus for [*Social Psychology*] – Online

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. Please send me a message indicating your interest in an appointment and we can confirm by email. 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:

o CR-Online (Resources for online students): http://www.redwoods.edu/online

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o 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 on occasion. The Discussions are designed to help you to get to know other students so that you can better support one another in this class community.

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.

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Student behaviors 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

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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.

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Proctoring

Proctoring is not required for this course.

Syllabus for [*Social Psychology*] – Online

Detailed Syllabus

Social Psychology-Psych. 30-V5533

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 10th 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

 Census Day is Feb. 4th. It is important that if you are planning to drop the course drop yourself by this day. There are other important drop dates and the like that can be found on the following page.

https://www.redwoods.edu/Portals/28/Documents/AdmissionsDocuments/Important%20Dates/Admissions%20and%20%20Records%20Calendar%202019S.pdf?ver=2018-10-11-153415-100

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 paper on an area of their choice. Any topic within the field of social 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 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

Learning Units	Topic	Assignments
Learning Unit I.		
Week 1 Jan. 22-27	Introduction and Welcome! Foundations of Social Psychology	Read Chapter 1. Discussion/Essay
Week 2 Jan. 28- Feb. 3	Methodology and Research	Read Chapter 2. Discussion/Essay Quiz
Week 3 Feb. 4-10 Census Day is the 4th, so be sure to drop yourself if you would like to drop the class.	Social Cognition	Read Chapter 3. Discussion/Essay Quiz
Week 4 Feb. 11-17	Social Perception	Read Chapter 4. Discussion/Essay Quiz
Week 5 Feb. 18-24	The Self	Read Chapter 5. Discussion/Essay Quiz
Learning Unit II. **Behavior and Cognition**		

Week 6 Feb.25-March 3	Cognitive Dissonance	Read Chapter 6. Discussion/Essay Quiz
Week 7 March 4-March 10	Attitudes and Attitude Change	Read Chapter 7. Discussion/Essay Quiz
Week 8 March 11-17	Conformity	Read Chapter 8. Discussion/Essay Collaboration Assignment (Read Assignment Instructions)
Week 9 Spring Break March 18-24		
Week 10 March 25-31	Group Process	Read Chapter 9. Discussion/Essay MIDTERM
Learning Unit III. **The Good, the Bad and the Ugly**		
Week 11 April 1-7	Attraction	Read Chapter 10 Discussion, Research Overview
Week 12	Pro-Social Behavior	Read Chapter 11.

April 8-14		Discussion, Choose a Research Topic, Quiz
Week 13 April 15-21	Aggression	Read Chapter 12 Discussion/Essay Quiz
Week 14 April 22-28		

Learning Unit IV.

Social Psychology in Action

Week 15 April 29-May 5	Prejudice	Read Chapter 13 Expository Paper Due Discussion/Essay Quiz
Week 16 May 6-12	Social Psychology In Action	Discussion/Essay Quiz
Week 17 Finals May 11-17		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.

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