

### Course Information

Semester & Year: Spring 2023

Course ID & Section #: Psych-3V4863

Instructor's name:

Asynchronis

Course units:3

### Instructor Contact Information

Office Hours Online:

Office hours: By Appointment

Email address: [Deanna-Herrera@redwoods.edu](mailto:Deanna-Herrera@redwoods.edu)

### Catalog 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.

### Course 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.

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.

- 1.

**Course Text** ISBN is 9780134641287

**Social Psychology by Aronson Wilson and Akert**

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

***\*Other verbiage you can include if you want:***

## Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

## Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*

- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

## **Academic dishonesty**

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. 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 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, the student 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. 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](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## **Canvas Information**

### **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department- Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## **Student Support Services**

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- **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.

## **Detailed Syllabus:**

### **Social Psychology-Psych. 30-V4863**

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

**Email:** Please use your Canvas email or send a message to Deanna-Herrera@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. Students will also be given the opportunity to demonstrate skills learned in this course in research and writing.

The instructor operates under the umbrella of Academic Freedom and will determine when and if current events are appropriate to the course material, and when social psychological principles can be applied to events. These events may be utilized for purposes of applying constructs. Doing so demonstrates how the science of social psychology can be used to shed light on behaviors governed by social situations.

### **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 sufficient courses in English before taking this course to 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 Communication**

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. The Discussion forum is not a place to criticize other instructor's or their assignments, or the instructor of this class. For questions and help you can always email me!

## **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.



## 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 first 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 on 1/29/2023 and this means that if you want to drop the course it would be great to drop yourself by the 29th, and if you have not been submitting **50%** of the work, then I will drop you. If I miss you somehow, you can receive an F in the course, so please let's work together to make sure you are no longer on the roster.

Students who have experienced extenuating circumstances can complete & submit the *Excused Withdrawal Petition* to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required

**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.

## Academic Calendar

### 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 **10** 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.

- Actively participate. The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different practices and prepare them to effectively implement module techniques in their own classrooms.
- Read and respond to the discussion threads. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- Embrace the diversity among course-takers. Our participants belong to a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences.
- Be timely. Research shows that discussions are most beneficial when people respond to one another in a timely manner.
- Be specific. We encourage you to offer specific evidence from the videos or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.
- Use an appropriate tone and language. Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

Discussions are worth a total of **260** points

## Quizzes

Most weeks will include a Quiz 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 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.

There are **700** points total in the class.

## **Grading Scale**

92-93%+ = **A**

90-91% = **B+**

87-89% = **B**

83-86% = **B-**

80-82% = **C**

77-79% = **C**

70-76% = **C**

60—69% = **D**

**Learning Units**

**Topic**

**Assignments**

Table includes Weeks, Learning Units, Activities and Topics		
<b>Learning Unit I.</b>		
<b>Week 1</b> 1/14-1/23	Introduction and Welcome! Foundations of Social Psychology	Read Chapter 1. Discussion/Essay <a href="#">Due January 22</a>
<b>Week 2</b> 1/23-1/30	Methodology and Research	Read Chapter 2. Discussion/Essay Quiz <a href="#">Due January 29</a>
<b>Week 3</b> 1/31-2/6	Social Cognition	Read Chapter 3. Discussion/Essay Quiz <a href="#">Due February 5</a>

<p>Week 4 2/7-2/13</p>	<p>Social Perception</p>	<p>Read Chapter 4. Discussion/Essay Quiz <a href="#">Due February 12</a></p>
<p><b>Week 5</b> 2/13-2/19</p>	<p>The Self</p>	<p>Read Chapter 5 &amp; 10 Discussion/Essay Quiz <a href="#">Due February 19</a></p>
<p><b>Learning Unit II. Behavior and Cognition</b></p>		
<p><b>Week 6</b> 2/20-2/26</p>	<p>Cognitive Dissonance</p>	<p>Read Chapter 6. Discussion/Essay Quiz <a href="#">Due February 26</a></p>

<p><b>Week 7</b> 2/27-3/5</p>	<p>Attitudes and Attitude Change</p>	<p>Read Chapter 7. Discussion/Essay Quiz Due March 5</p>
<p><b>Week 8</b> 3/6-3/12</p>	<p>Conformity</p>	<p>Read Chapter 8 Discussion/Essay Quiz Due March 12</p>
<p><b>Week 9</b> 3/13-3/19</p>	<p>Spring Break</p>	<p>Read and review chapters 1-9</p>
<p><b>Week 10</b> 3/21-3/27</p>	<p>Group Process</p>	<p>Read Chapter 9. Discussion/Essay Quiz Due March 26 MIDTERM Due March 26</p>

<b>Learning Unit III. The Good, the Bad and the Ugly</b>		
<b>Week 11</b> 3/28-4/3	Attraction	Read Chapter 10 Discussion, Research Overview Quiz <a href="#">Due April 2</a>
Week 12 4/4-4-4/10	Pro-Social Behavior	Read Chapter 11. Discussion, Choose a Research Topic  <a href="#">Due April 9</a>
<b>Week 13</b> 4/11-4/17	Aggression	Read Chapter 12  Discussion/Essay Quiz <a href="#">Due April 16</a>
<b>Week 14</b> 4/18-4/24	Prejudice	Read Chapter 13  Discussion/Essay Quiz <a href="#">Due April 23</a>
<b>Learning Unit IV. Social Psychology in Action</b>		
<b>Week 15</b> 4/25-4/29	Social Psychology in Action	Discussion/Quiz & Expository Paper

		Due April 29
<b>Week 16</b>  5/2-5/8	Social Psychology in Action	Share your research paper!!
<b>Finals Week</b>  5/7-5/13		Final Due May 10

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.

## [Academic Calendar](#)