

PSYC 320.02: SOCIAL PSYCHOLOGY

FALL 2022

3 Knowledge of Human Cultures & the Sciences (SS) credits for the Bachelor of Science

Instructor:	Dr. Sandy Neumann	Office hours:	Right after class via Zoom & by appointment
Email:	sneumann@uwsp.edu (Do not use Canvas to contact me)		
Prerequisites:	PSYC 110		

Welcome to the World of Social Psychology!

This course is very near and dear to me as Social Psychology was my first love within academia. I still remember how much fun I had and how challenged I was in my own undergraduate Social Psychology course with Dr. Lou Ann Wieand at Humboldt State University. You now have joined the distinguished ranks of those who have a psychological heritage that traces back to Kurt Lewin himself (the father of Social Psychology). This semester we will study many topics that relate – intimately or tangentially – to social interactions between humans (ok, we may also study interactions between humans and other animals, too). If psychology is the study of human behaviors and thought processes, then Social Psychology must be the purest of subfields. So, join me as we begin our exploration into the vast terrain of the social world. (On a micro level. This is not a Sociology course!)

Course format

This course is offered entirely online in a synchronous format. We will meet three times a week (using the times listed in the schedule of courses) via Zoom. Lectures, activities, and assignments will be conducted in class and be posted in Canvas for those who need the review and/or are unable to come to class.

Learning objectives

To satisfy the BS degree requirements for a Human Cultures & the Sciences course, we will, generally speaking:

- Build on the skills and knowledge from the Foundational Skills and Dispositions,
- Acquire broad knowledge of the world in which we live,
- Acquire knowledge of the psychological methods by which this knowledge is produced.

More specifically, by the end of this semester, I expect that you will demonstrate some level of mastery of these **Course Learning Objectives**:

1. Use social psychological terminology regarding major concepts, theoretical perspectives, empirical findings, and overarching themes in social psychology.
2. Read, understand and interpret psychological research accurately, including the conclusions, limitations, implications of this research.

3. Develop a sense of ethical and social responsibility for professional and personal settings in a landscape that involves increasing diversity by A) evaluating aspects of your social identities and B) analyzing how psychology can promote civic, social, and global outcomes that benefit others.
4. Demonstrate effective writing for a psychological audience.

Required readings

1. Fiske, S. (2018). *Social beings: Core motives in social psychology* (4th ed.). John Wiley & Sons. Inc. (Paperback copy ISBN: 978-1-119-49273-3)
2. Additional readings posted in Canvas and/or found via academic databases

Recommended readings

1. Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (4th ed.). Sage. (Hard copy ISBN: 9781544323725)

Dr. N's Communication Plan

Interacting with students is an essential piece to academic success. I recognize that some students prefer to have frequent interactions with their professors while others are fine being left to their own devices. Whichever type of student you are, the purpose of this section is for me to explain how I will interact with you during this course.

Announcements

I generally won't publish Announcements that serve as reminders for due dates. This information will be found in the assignment document as well as on the Assignments page. Instead, I will post announcements if there is a change of plans (e.g., change of content, change of due dates). These will be published when (or if) the need arises.

Email

I'm not a big fan of emails. I'm old school in that I believe in stalking one's professor by waiting outside their office until they appear. But given that this generation of students typically don't function in this manner coupled with the fact that this is an online course, I expect that email will be a primary mode of communication between us. Therefore, I will do my best to give emails more attention.

- I will try to scroll through my inbox at least once a day. My plan is to respond to your emails within 24 hours. The one exception to this general plan is that I rarely check emails on weekends. So, if you want a prompt response, please make sure to get your email in by 12pm on Friday.
- If you choose to email me, please use my UWSP address (sneumann@uwsp.edu). Do not use Canvas to contact me - I am not in the habit of checking this email folder and I don't want your email to get lost.
- I also prefer that all students use proper email etiquette (e.g., a salutation like "Dear Dr. N", complete sentences, grammar that is more formal than that which you would use for texting). A handy graphic to help define "proper" email etiquette can be found in Canvas.
- Please consult Canvas, and/or read the syllabus and any relevant assignments before asking me questions that can be answered by the resources that are available to you.

Office Hours

I will hold regular office hours right after class over Zoom if requested on Mondays.

I am also willing to meet with any student via Zoom if you need or want more direct interaction with me. Send me an email with some times and I'll set up the Zoom invite.

Assignment Feedback & Grade Posting

I will try to grade assignments and post grades in Canvas within 48-72 hours.

Sometimes there are common mistakes that students make on a particular assignment. If this is the case, then I will post some sort of announcement or document with feedback for the entire class, instead of responding to students individually. For assignment feedback that is student-specific, I will provide individualized feedback. This will generally be posted by way of a Canvas rubric.

What I expect from you:

We are a community of scholars and learners and, therefore, I have certain standards of personal and academic behavior. What follows are some expectations that I have for you as college students and burgeoning scholars, as well as what you can expect from me.

- You will come to **each class session prepared** for the day's topic, ready to engage with the material, to ask questions, to take lecture notes. Behaviors such as coming to class unprepared, engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated.

- You will conduct yourself in an **honorable manner** when completing any form of individually graded work. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the **myth** that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

What you can expect from me:

- I will teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a timely fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender identity, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class. But those that serve to marginalize any person or group – intentionally or unintentionally – will be challenged.

Health guidance

Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19 or “monkeypox”, do not come to class; email your instructor and contact Student Health Service on the main campus (715-346-

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4646) or your primary health care provider. As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

Description of Learning Activities & Assignments

You will complete a variety of **activities** (un-graded) and **assignments** (graded). Here is a general list of the types of things you will do. More detailed descriptions will be posted in Canvas as we go.

Attendance

Attendance will not count toward your grade. But because of the strange times we live in, I do want to keep track of everyone.

- 1. Weekly quizzes** **120 points possible (12 quizzes @ 10 points each)**
After each week' topic, you will have the opportunity to take a 10-item quiz over the material assigned for that topic (including readings, activities, and lecture/PPT material). These quizzes will be un-proctored and are timed.
- 2. Literature review OR annotated bibliography** **100 points possible**
More details TBA.
- 3. Annotated revisions** **40 points total (10 pts for each part)**
You will submit each section of your TBA assignment for peer review. You will include an annotated list of the revisions you made and the ones you rejected with your final product.
- 4. Extra credit:** **Up to 20 points available**
Opportunities are offered at a variety of times throughout the semester. Stay tuned.

Late work policy

- **Peer review activities:** Since your classmates rely on you to provide them something to comment on, these assignments will not be accepted late. The due dates in Canvas are not negotiable.
- **Weekly quizzes and the first 3 parts of the other TBA assignment:** Every student starts the course with a 3-day grace period. These 3 (business) days are yours to use (or not) for any single assignment or exam, or to spread out for multiple assignments or exams. For example, you may turn in 1 assignment 1 day late, and a second assignment 2 days late. Once all 3 days are used, no other **late** assignments are accepted. Please plan wisely.
 - The first late day begins immediately after the deadline posted in Canvas.
- **Final TBA assignment and annotated revisions:** Since these are due during the final exam period, this assignment will not be accepted late. The due date in Canvas is not negotiable.
- **Extra credit:** Extra credit opportunities will not be accepted late. Since these points are only extra, I don't want you wasting your late days on them.

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If you encounter any of the events listed below, please contact Dr. N immediately to arrange a modification to this late policy (if it is properly documented):

- ✓ military service, jury duty or other subpoenaed court appearance, inclement weather, religious observances, federally-protected medical procedures, professional development/grad school/career opportunities, pregnancy-related complications and childbirth, or illness related to Covid-19 affecting you or an immediate family member.

Academic misconduct policy

- Any student found to have engaged in academic misconduct, as defined in [UWS 14.03](#), on a graded assignment will be subject to at least one sanction (as allowed by [UWS 14.05](#)) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [[UWS 14.05 \(1c\)](#)].
 - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., [UWS 14.06](#)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to [UWS 14.07 \(5c\)](#).

IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL REVIEW APA STYLE & DISCUSS WAYS TO AVOID PLAGIARISM, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Final Grades

I use a point structure in assigning final grades. To determine your final grade, add up the points you've earned (as posted in Canvas), divide by the number of points possible, and then multiply by 100. This will be the percentage of points you've earned. Use this percentage to identify your letter grade.

NOTE: DO NOT USE THE OVERALL GRADES THAT CANVAS COMPUTES (THE ONES LISTED IN BLACK INK) – THESE WILL BE WRONG AND CAUSE US BOTH MUCH STRESS. USE THE GRADES LISTED IN BLUE INK FOR INDIVIDUAL ASSIGNMENTS.

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 60%
		F	59 % and below

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