

Course Information

Date Submitted: 9/24/2016

Current Prefix and Number: EDP - Edc. & Counseling Psychology , EDP 613 SOCIAL ASPECTS BEHAVIOR

Other Course:

Proposed Prefix and Number: EDP 513

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Educational, School and Counseling Psych

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Alicia Fedewa

Email: alicia.fedewa@uky.edu

Phone: 257-9338

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2016

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL*

b. Full Title: SOCIAL ASPECTS BEHAVIOR

Proposed Title: SOCIAL ASPECTS BEHAVIOR

c. Current Transcript Title: SOCIAL ASPECTS BEHAVIOR

Proposed Transcript Title: SOCIAL ASPECTS BEHAVIOR

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

DISCUSSION: 1

Proposed Meeting Patterns

LECTURE: 2

DISCUSSION: 1

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is designed to meet the needs of graduate students in the College of Education, particularly those in educational, school, and counseling psychology, for a course in theory and principles of social psychology. The course will cover the basic concepts and theories in social psychology. The theories of attitude formation, group dynamics, and biases will be surveyed, with an application to the professional fields of psychology. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be addressed.

Proposed Course Description for Bulletin: This course is designed to meet the needs of undergraduate and graduate students in the College of Education for a course in theory and principles of social psychology. The course will cover the basic concepts and theories in social psychology. The theories of attitude formation, group dynamics, and biases will be surveyed, with an application to the professional fields of psychology. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be addressed.

2j. Current Prerequisites, if any: Prereq: One course in psychology or consent of instructor.

Proposed Prerequisites, if any: Undergraduate-level Prereq: One course in psychology or consent of instructor.
Graduate-level Prereq: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Approval of EDP 613 Course Change

Reese, Robert J

Sent: Thursday, February 25, 2016 10:20 AM

To: Fedewa, Alicia

Attachments: EDP Department Meeting Mi-1.docx (23 KB)

Dear Dr. Fedewa,

This e-mail serves as documentation that the Educational, School, and Counseling Psychology faculty unanimously approved the course change you submitted for EDP 613 that will reclassify the course as a 500-level course.

Attached are minutes from the meeting documenting when this occurred. If you have further questions or need more detail please let me know.

Thanks, Jeff

Jeff Reese, PhD
Professor & Department Chair
Educational, School, & Counseling Psychology
245 Dickey Hall
University of Kentucky
Lexington, Kentucky 40506
(859) 257-4909 (office)
(859) 257-5662 (Fax)

EDP Department Meeting Minutes
January 26, 2016
236B Taylor
2:00-3:30pm

Announcements:

1. Welcome back, Alicia! She is also new Program Chair. Rachel Hammond has also slid into role of EdS Program Coordinator.
2. KPA Spring Academic Conference (April 2 - Taylor/Dickey Hall): Will be asking for volunteers We also talked about using this conference for recruitment purposes. Dr. Hammer volunteered to give a talk on how to get into graduate school.
3. QPM Strand was approved by Ed Psych. faculty and has been submitted to Courses and Curricula. The QPM Strand will be housed in College (Dean Shapiro's office) and will be supported by quant/measurement faculty in EPD and EPE.
4. Social Justice Scholarship Series – starting in February
5. EDP Conference Room update
6. Celebrating with Sycarah the birth of Grant Fisher!
7. Can we move February EDP Faculty meeting to February 16? The faculty agreed to move the date.

Agenda Items:

1. Manuscript Model for Dissertation – Dr. Shapiro, Senior Associate Dean for Research, Analytics, and Graduate Student Success

Dr. Shapiro shared the multiple manuscript model used in KHP and noted that it had worked quite well. He further noted that there was no standard format, that the department could adopt any format it wished. Ed. Psych. has already noted the program's preferred/default multiple manuscript dissertation format. Counseling Psych. plans to adopt this default format and include it in its handbook. It was further recommended that School Psych. include a policy on multiple manuscripts in its handbook as well.

2. Updates from each program area:

School – Dr. Hammond noted that 10 students were being interviewed for the doctoral program and that interview day for their EdS program was March 25. Students and faculty will be attending NASP in early February.

Education – Dr. Usher reported that they had 7 interviewees for their doctoral program. Dr. Usher is hosting a Finish doctoral student for 1 month. Dr. Toland also noted that Dr. Isabella Sulis (Department of Social Sciences and Institutions at the University of Cagliari in Italy) returned home after a successful stay.

Counseling – Dr. Rostosky reported that 17 applicants will be interviewed in Counseling Psych. She also noted that APA’s feedback was positive and there were few concerns noted.

3. Doctoral Interview Day – Dr. Fedewa is again purchasing lunch from Good Foods; format Faculty discussed how to organize the morning and lunch when all program interviewees meet together. Dr. Tyler also asked how to discuss/emphasize student funding – he noted that 87% of first year students received funding for this year. However, it was noted that some students did not seek funding and were likely the 13% identified as not having funding (this was verified). It was decided to simplify the morning and to save much of the department’s assets for lunch. Further, it was decided to have both faculty and student introductions at lunch and to talk in less detail about funding.
4. DGS Corner – Dr. Kenneth Tyler; assistantships, fellowships, and LTJs oh my!
Dr. Tyler and Dr. Reese noted that in-house Fellowships for next year would go to Ed Psych. (KY Opportunity) and School Psych. (GSAY). Reminders regarding the criteria were given. It was also noted that there were only 2 LTJs available for next year and potentially 4 TA positions (for sure 2 full TA positions and 1 half TA position).
5. CMIS Committee (Technology) Update – Dr. Hammond
Dr. Hammond noted that closed captioning for DL courses would be discussed in an upcoming faculty meeting, this is for DL courses that use synchronous formats and/or rely on videos. Dr. Hammond also noted that we would be transitioning to Windows 365. Dr. Usher also noted a spam problem via e-mail – it was noted there is a UK e-mail at spam@uky.edu to provide info.
6. EDP 613 to 513 – Dr. Reese
This course change proposal was approved.
7. Social Justice Fund Update
Dr. Reese noted that there was \$1136 in the Remer Social Justice Fund and requested permission to solicit alumni of the department for donations. Faculty agreed.
8. Fostering Research Community
This was briefly discussed. One idea was to provide food when we host events.

EDP 513
Social Aspects of Behavior
University of Kentucky
Spring 2017, 3 credits

Instructor: Dr. Alicia Fedewa
Office Address: 170H Taylor Education Building
Email: Alicia.fedewa@uky.edu
Office Phone: 257-9338
In-Person Office Hours: By Appointment
Virtual Office Hours: Monday-Friday, 8am-5pm
Preferred Method of Contact: Email (will respond within 24 hours)

Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian
- Local phone number: 859-257-0500, ext. 2171
- Long-distance phone number: 800-828-0429 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan service:
http://www.uky.edu/Libraries/libpage.php?lweb_id253&llib_id=6

Online Requirements to Participate in this Course:

Technological requirements:

- Access to the Internet (Explorer, Mozilla, etc.)
- Microsoft Word (.doc) or Rich Text Format (.rtf)
- Google Account (you can use your uky gmail account; just log into your Account Manager at UKY and set up your gmail account through UK)

Procedures/Steps for resolving technical complaints:

1. Contact the Teaching and Academic Support Center (email - <http://www.uky.edu/TASC/>; phone – 859-257-8272)
2. Information Technology Customer Service Center (URL – <http://www.uky.edu/UKIT/>; phone – 859-218-HELP)
3. Email the instructor (allow 24 hours for response)

Disability Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Course Description from Bulletin:

This course is designed to meet the needs of undergraduate and graduate students in the College of Education for a course in theory and principles of social psychology. The course will cover the basic concepts and theories in social psychology. The theories of attitude formation, group dynamics, and biases will be surveyed, with an application to the professional fields of psychology. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be addressed.

Prerequisites

Undergraduate-level students: One course in psychology or consent of instructor

Graduate-level students: None

Student Learning Outcomes

As a result of this course:

1. Students will be able to describe psychological and social psychological concepts and their use in a wide array of settings.
 - a. This outcome will be assessed by student performance on discussion questions, online quizzes, the midterm project, and the final exam.
2. Students will be able to describe the role of social psychology within the roles of clinical psychologists, school psychologists, and other applied settings.
 - a. This outcome will be assessed by student performance on discussion questions, online quizzes, the midterm project, and the final exam.
3. Students will be able to identify contributions of social psychology to the field of psychology as a whole.
 - a. This outcome will be assessed by students' critical thinking on a number of group discussion questions.
3. Students will be able to describe social issues or problems via social psychological concepts and terminology.
 - a. This outcome will be assessed by students' dialogue in group discussion forums as well as performance through online quizzes and the final exam.
4. Students will be able to locate and synthesize relevant (and current) empirical articles in the field of social psychology that apply to professional contexts; critically reflect on the significance of these articles to our work as psychologists; and formulate well-constructed ideas regarding the implications of their social psychological research topic to typical clinical problems encountered in the fields of counseling, clinical, or school psychology.
 - a. This outcome will be assessed by students' written performance on the midterm research project.
5. Students will be able to describe social psychological theories that will help to explain how client's opportunities and outcomes are affected by his/her environment.

- a. This outcome will be assessed by students' performance on group discussion questions, online quizzes, and the final exam.

Required Materials

Our class-time will cover many concepts in depth with a focus on how this material can be applied to our work in schools/educational contexts. Though every class includes tying the particulars to the over-arching themes of Social Psychology, it is easy to lose the big picture for the details. To compliment class, I chose a well-written textbook that succinctly defines key ideas and emphasizes the big picture:

Myers, D. G. (2015). *Exploring Social Psychology* (7th ed.). New York, NY: McGraw Hill.

David Myers organizes the field differently than I do, but his book is written in short modules so I list the most closely matched modules in the class schedule. Even so, some concepts that appear in the same module of the textbook appear on different days in our class. I hope this will help you foster connections between the concepts.

Note: In addition to the readings in this text, you will be assigned supplemental readings that will be posted on Canvas under the respective day. These readings are required and will be covered extensively throughout our weekly discussion questions, quizzes, and the final exam.

Description of Course Activities and Assignments:

48 pts. Participation and Attendance

I consider your participation in online group discussions an integral and valuable part of the course. At the beginning of the course you will be assigned to a group with 2-3 other students and provided access to your own group document through **Google Docs**. I expect you to log-in to these discussions **at a minimum of 3-4 times per week** (assignments due on Wednesday) and to share your ideas with others in the group through constructive ways. There will be discussion questions due periodically (see tentative schedule of readings and assignments) to prompt your group's interactions with one another. **Your group will be expected to turn in a final set of responses to these questions by midnight on the respective due date.** Discussion questions turned in as a group summary will be worth **9 points for each summary, totaling 36 points for the course.** Note that these summaries must include citations of the readings for each response. It is important to establish clear communication and expectations with your group from the start, as a different coordinator each week will be responsible for summarizing and posting the group discussion responses.

Note: each group member will not necessarily receive the same number of points for the group summary as points will be distributed based on peer feedback to the instructor as well as instructor observations of your online participation to the group. An additional 3 points will be given for each summary if your group members rate you highly as participating fully to the discussion boards.

In other words, simply posting responses to the discussion questions will not suffice for full credit, as you must demonstrate at least **four** other *quality* response postings for each discussion forum to your other group members' threads by using comments through Google Docs (indicating that you have read their posts and thought critically about their comments). **Thus,**

due by midnight for each discussion summary due date, you will send me an email if you feel any member in your group deserved less than the full 3 points with an appropriate justification for this deduction. Note: If you were satisfied with your group members' contributions for that particularly discussion summary, then there is no need to email me. By midnight of that day as well, the coordinator of your group will submit a summary of your group's discussion question responses to me.*

**Students enrolled in the undergraduate level of this course will not assume the role of group coordinator but will still be responsible for contributing fully to the discussion boards.*

40 pts Online Quizzes

Students will take 8 quizzes throughout the semester (see tentative schedule below). These quizzes will serve as reviews of the module content we have covered up to that date, and will require you to master social psychological concepts. There will be five questions on the quizzes; quizzes will be worth 5 points each for a total of 40 points. These quizzes will be posted on Canvas and you will be allowed one opportunity to complete the quiz. You will have unlimited time to complete the quiz such that you can take time to look up material and master the content, but it must be completed once you choose to open up the quiz. No exceptions.

50 pts Midterm Digital Project

This project requires you to choose a topic in social psychology that applies to your respective discipline (e.g. counseling, clinical, school psychology). Gather at least 7 peer-reviewed articles on the subject (students generally have between 10-15 sources) and synthesize the research into a digital project of your choice (website, video, brochure, or another mode approved by your instructor) that includes:

- 1.) Introduction to the topic,
- 2.) Summary of the research findings on the topic,
- 3.) Significance of the topic to your field of study,
- 4.) Connections of your chosen topic to at least three concepts/studies/terms we have studied in class and
- 5.) Conclusion summarizing main points. On the date your project is due (see Tentative Schedule), you will describe the significance of your project (and attach it for your group members to see) within your group discussion thread that week.

If you have questions regarding whether your topic is appropriate, please email me well in advance so we may discuss it (at least 2 weeks before it is due, or within the first week of the course). Please attach your project and send to me via email before the due date.

Graduate-level Students: ***Five of the seven articles must be empirically-based—that is, have data supporting their conclusions.*** Further, each of these seven articles must be presented in an annotated bibliography format. For help in preparing an annotated bibliography, please see: <http://guides.library.cornell.edu/annotatedbibliography>

Undergraduate-level Students: ***Three of the seven articles must be empirically-based—that is, have data supporting their conclusions.***

20 pts Final Exam

Exams are designed to assess your mastery of core concepts covered in the online lecture, discussion, and the assigned readings. You will take one exam at the end of this course. The exam will be comprised of four essay questions that will ask you to integrate concepts or apply what you learned throughout this course. This will be an open-book/open-note test and you will have two hours to complete it. Therefore, it is imperative that you know the concepts before the exam, as your time will be needed for writing and not looking up textbook definitions. If you were present, attentive, and conscientious in your work for the course, you will be successful on the exam. Please be aware that Canvas will allow you to complete the exam for more than the allotted two hours. However, when your exam is sent to me, it tells me how long it took you to complete the exam. So please be aware of your time, as I will deduct 5 points for every 10 minutes (rounded up) over the hour.

4 pts Extra Credit

To foster thinking about psychology beyond the classroom, you may complete an audio podcast that updates the public on a scientific finding in the area of social psychology (the article must be recent; i.e., published within the last 2 years). Students will be graded on the quality, accuracy, and ability to translate scientific findings for public digestion. The segment needs to be based on at least one (perhaps two, depending on your topic) peer-reviewed, scientific articles. The assignment will mimic the *Scientific American* podcast titled *Sixty Second Science*, found here: <http://www.scientificamerican.com/podcast/podcasts.cfm?type=60-second-science>. For full credit, the quality of the product should be on par with examples from the *Scientific American* podcast. **The podcast must be turned in *before* (not *on*) the last day of class. Therefore, all assignments are due the day before the Final Exam (by midnight). Note: if you are using any music with your podcast, make sure you download tunes from royalty free sites:**

Course Assignments

- Participation in Discussion Boards: 4 Summaries at 12 points each (48 points)
- 8 Quizzes at 5 points each (40 points)
- 1 Midterm Paper/Project (50 points)
- 1 Final Exam (20 points)
- Optional Extra Credit (4 points)

Course Grading

Grading scale for undergraduates:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Grading scale for graduate students:

- 94-100% = A
- 84 – 93% = B

75 – 83% = C
Below 74%= E

Expectations for graduate students beyond the expectations for undergraduates

The course expectations are differentiated for students who are graduate-level in three ways:

- 1.) Graduate students are expected to assume the responsibility of group coordinator at least once during the course. This means that graduate-level students will be responsible for writing up the group summary and locating relevant text and supplementary readings to support the group's responses to the assigned questions.
- 2.) Graduate-level students must locate two additional empirical articles for integration into their midterm project or paper. Each of these empirical articles (a total of seven) must be presented in an annotated bibliography.
- 3.) Graduate-level students must meet a higher threshold for their points on the grading scale.

Final Exam Information

The final exam is held on the last day of the course. Students are allotted two hours to take the exam and are able to use the required text and supplementary materials in their responses. See above for a more detailed description of the Final Exam.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

Because of the time-limited nature of this course, it is **IMPERATIVE** that you complete assignments in a timely way. We will move very quickly and all work must be completed in the week in which it was due. Credit will be attached to meeting course deadlines. Given that all of our assignments and discussions are done online, there will be **NO EXCEPTIONS** for late homework, quizzes, or exams. If your assignment is late, you will receive 0 points. Further, there will be a number of small group discussions throughout the course. Expectations for your participation in these groups are outlined above under "Participation and Attendance". It is your responsibility to ensure you are contributing to your group's discussion in a prompt and thoughtful manner. The content of the course will go beyond the reading. I assume you have read it; if you have not read it, your small group discussion and assignments will be difficult to complete.

Deferred (DF) and Incomplete (I) grades are not routinely given. These grades are reserved for emergencies and extraordinary circumstances. Incompletes shall be assigned at the instructor's discretion when, due to unforeseen circumstances (e.g., hospitalization), a student was prevented from completing the work of the course on time. The assignment of an incomplete requires a written agreement, signed by the instructor, specifying the time and manner in which the student will complete the course requirements. **If you are late in turning in an assignment, you will receive no points for that assignment due to the quick-paced nature of the course** (must be posted or emailed to me by midnight of that day to be counted as on-time). Exceptions to this

rule will be made on a case-by-case basis, although these exceptions will be rare and for extenuating circumstances.

Attendance Policy

If a student misses more than 20% of class (“missing” an online class is defined for this course as not logging into your group’s discussion board at least three times per week throughout the duration of the course, even if the absence is excused—see Senate 5.2.42 below), that student will be asked to withdraw from the course. Note that because this is an asynchronous course, the student has the flexibility to complete the daily assignments and posts at a time that is convenient, but this does not excuse the student from not checking in multiple times throughout the week with the group’s discussion board.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense

occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Tentative Schedule of Topics, Readings, and Assignment Deadlines:

Date	Topic & Readings	Assignments/Quizzes
Week 1	Introduction to Social Psychology & Individuals in Social Contexts Myers (2009): Modules 1, 10, & 19	Meet Your Group/Introductions Due
Week 2	Individuals' Performance in Social Contexts Myers (2009): Modules 17, 18, & 30	Quiz 1
Week 3	Groups & Inter-group Bias (Prejudice, Discrimination, & Stereotyping) Myers (2009): Modules 20, 22, & 29	Group Discussion Questions #1
Week 4	Theories of Inter-group Bias & Gender-Role Socialization Myers (2009): Modules 23 & 13	Quiz 2
Week 5	Emotion & Aggression Myers (2009): Modules 12 & 24	
Week 6	Liking Others Myers (2009): Modules 28 & 26	Quiz 3
Week 7	Attraction & Relationships Myers (2009): Modules 27 & 31	Group Discussion Questions
Week 8	Self Concept Myers (2009): Module 3	Quiz 4
Week 9	Defining Attitudes & Attitudes versus Behaviors Myers (2009): Module 9	
Week 10	Persuasion & Attitude Change Myers (2009): Modules 15 & 16	Quiz 5
Week 11	Social Influence Myers (2009): Modules 14 & 21	Midterm Projects Due by Midnight Group Discussion Questions
Week 12	Social Perception & Cognition Myers (2009): Modules 6 & 8	Quiz 6

Week 13	Attribution	Quiz 7
	Myers (2009): Modules 5 & 11	
Week 14	The Multifaceted Nature of Social Influence & Judgment	Group Discussion Questions
	Myers (2009): Module 13 (Review)	Quiz 8
	Myers (2009): Modules 2 & 4	
Week 15	FINAL EXAM	FINAL EXAM
		Extra Credit Assignments Due by Midnight