

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>			Today's Date: <u>06/25/2010</u>			
b. Department/Division: <u>Educational, School, & Counseling Psy.</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>Alicia Fedewa</u>		Email: <u>alicia.fedewa@uky</u>		Phone: <u>257-9338</u>		
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval <input type="checkbox"/> OR <input checked="" type="checkbox"/> Specific Term ² : <u>Summer 2011</u>						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>EDP 613</u>		Proposed Prefix & Number: <u>No change</u>				
b. Full Title: <u>Social Psychological Issues in Education</u>		Proposed Title: <u>No change</u>				
c. Current Transcript Title (if full title is more than 40 characters): <u>Same</u>						
Proposed Transcript Title (if full title is more than 40 characters): _____						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.						
Current: <u>2</u> Lecture		____ Laboratory ⁵		____ Recitation		
____ Clinical		____ Colloquium		____ Discussion <u>1</u>		
____ Seminar		____ Practicum		____ Indep. Study		
____ Studio		____ Research				
____ Other – Please explain: _____		____ Residency				
Proposed: <u>2</u> Lecture		____ Laboratory		____ Recitation		
____ Clinical		____ Colloquium		____ Discussion <u>1</u>		
____ Seminar		____ Practicum		____ Indep. Study		
____ Studio		____ Research				
____ Other – Please explain: _____		____ Residency				
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: _____						

Comment [OSCI]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<p><u>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. While the course will survey basic concerns in social psychology, the material will be geared toward application in schools and other educational settings. For example, while the theories of attitude formation will be surveyed, principle focus will be on the measurement of attitudes in education. Further, in the study of group dynamics, applications to group learning, administrative leadership, and organizational theory will be stressed. 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 covered. Prereq: One course in psychology or consent of instructor.</u></p>	
<i>Proposed Course Description for Bulletin:</i>	Same	
j. Current Prerequisites, if any:	One course in psychology or consent of instructor	
<i>Proposed Prerequisites, if any:</i>	_____	
k. Current Distance Learning(DL) Status:	N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDP 613

Proposal Contact Person Name: Alicia Fedewa Phone: 257-9338 Email: alicia.fedewa@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Program Chair <i>H.T. Prout</i>	7/27/10	H.T. Prout 17-5445; ht.prout@uky.edu / /	<i>H.T. Prout</i>
Fred Danne (chair)	8/20/10	Fred Danne / / fdanne@uky.edu	<i>Fred Danne</i>
Courses & Curriculum	10/4/10	Jeff Reese / /	<i>Jeff Reese</i>
COE FAC	10/21/10	Robert Shapiro / /	<i>Robert Shapiro</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDP 613
Social Psychological Issues in Education
University of Kentucky
Summer 2011, 3 credits

Dr. Alicia Fedewa
100% Online Structure
127 Dickey Hall
e-mail: alicia.fedewa@uky.edu

Office: 170H Taylor Education Building
Phone/Voice Mail: 257-9338
Office hours: By apt.
(email me to set up a time)

Course Description

From the moment we begin asking ourselves the big questions, we start thinking about the topics of social psychology. Who is the real me? As adolescents, this is one of many perplexing questions we begin asking ourselves about who we are and how we fit into the social world. Why do we act one way with one group of friends and differently in another context? Why are we persuaded by some arguments while other people form different views? Why are we attracted to some people and not others? Why are some people altruistic one moment and aggressive another? What does this have to do with education and learning contexts? In this class, we will learn what science can tell us about feelings, thoughts, and behaviors in social situations. This course offers a broad survey of Social Psychology with applications in educational settings. We divide our semester into three intrinsically connected themes. First, we will explore the power of the situation and how even the mere presence of another can change who we are. Second, we examine what we bring to situations and how our attitudes color our perceptions and thoughts. Finally, we will study culture while looking for variation across cultures and cross-cultural universals. Do all people feel emotion, experience gender, express prejudice, behave aggressively, or understand fairness in the same way? How does all of this apply to our work in schools? In addition to examining the cannon of classic research and theory, we will examine contemporary 'cutting-edge' perspectives and apply these concepts to our work in educational settings. Your efforts in this class will help you understand the social world in a new, scientific way.

College and Program Conceptual Framework and Philosophy:

The conceptual framework for professional education programs at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This includes foci on *Research* (Use of research findings and generation of research to enhance student learning and development); *Reflection* (A dynamic process of reflective assessment on performance, outcomes, and approaches to solving educational problems); *Learning* (Conceptualizing learning as a wide range of perspectives including behavioral, constructivist, and social); and *Leading* (An obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies.).

The school psychology program philosophy is guided by the concepts of the “scientist practitioner” and the “whole child.” The program fosters the conception of the school psychologist as a professional capable of applying a range of psychological principles and

techniques to school psychological problems in addition to furthering the profession by contributing to the research base and participating in professional activities. The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists (i.e., the school and home settings, peers, socioeconomic and environmental characteristics, physical facilities, historical information about the child, as well as other pertinent information).

The program also emphasizes cultural competence or culturally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Diversity is recognized at a wide variety of points of intervention, assessment, and consultation within the broad educational environment. It requires professionals to use self-assessment of their own cultural background and be aware of those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural backgrounds when providing an array of psychological services. This course will infuse cultural awareness and diversity training throughout the semester in order to prepare professionals who will work with clients from a variety of backgrounds.

Expectations & How to Succeed in Class

It is my hope that your interest will be sparked in this course so that long after it is over you will continue to pursue answers to the questions that interest you most, whether in your careers as psychologists, in social interaction, or in your own introspection about yourselves. It is my expectation that you will do your best to learn as much as you can. In a regular course, you meet for three hours of class time and are expected to devote two to three hours per week per credit outside of class time. Thus, a typical graduate course consumes about 9 to 12 hours of your time per week over a 15 week semester. I have constructed this course to meet those expectations adjusting for the fact that we will move through the material in 4 weeks, not 15! It is usually helpful to schedule blocks of time during this week for your participation in the course, much as you would if you were coming to campus for a class or meeting your study group for coffee. It is not true that virtual courses require less time or effort than a face-to-face class! Be ready!

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 will be outlined on Blackboard. 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.

Ethical and Professional Behavior

Students are expected to behave in accordance with the ethical principles and professional standards of the American Psychological Association and the National Association of School Psychologists. This includes acting with integrity, treating others fairly and respectfully, and being responsible and reliable (see online “netiquette” at

<http://www.albion.com/netiquette/corerules.html>). If I receive complaints from your group members or observe disrespectful or inappropriate behavior in the discussion forums, you may either be asked to drop the course or will receive a zero for your course grade at my discretion.

Academic Honesty and Integrity

Students are expected to complete their course work with honesty and integrity. Some examples of academic dishonesty include cheating, plagiarism, misrepresenting work as one's own, and receiving or giving unauthorized materials, information, or assistance. Any form of cheating or plagiarism is unacceptable. The minimum penalty for either of these academic offenses is an "E" in the course. Academic dishonesty may also be grounds for dismissal from the School Psychology Program or program in which the student is enrolled (see Program Handbook).

Disability Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The center will require current disability documentation. When accommodations are approved, the center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

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

Religious Observances

It is the University's policy to permit students, faculty, and staff to observe holidays associated with their religious faith. Please notify me in advance if you will be absent.

Course Format

Your efforts in this class will help you understand social interactions in new ways and prepare you to scientifically study psychology and other social sciences. Learning means knowing key concepts from the major content areas of social psychology. The course calendar provides a broad list of the content areas. Learning also means thinking critically about the content: make connections between concepts and apply these concepts to your other classes and to the rest of life. Grades reflect this learning. The course will be a combination of content acquired from the readings and critical discussion among group members as described in more detail below.

Online Requirements and Grading Procedures

Technological requirements:

- Access to the Internet (Explorer, Mozilla, etc.)
- Microsoft Word (.doc) or Rich Text Format (.rtf)

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 – 859-257-1300)
3. Email the instructor (allow 24 hours for response)

Final grades will be determined based on the percentage of total possible points as follows:

A=94-100%, B=84-93%, C=75-83%, D = 67-74%

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 in my mailbox by 4PM to be considered turned-in on any particular day). Exceptions to this rule will be made on a case-by-case basis, although these exceptions will be rare and for extenuating circumstances.

Course Requirements

The work to be done for this class includes completing the assigned readings, participating in online discussions, organizing well-prepared reflections for discussion, quizzes, a midterm paper, and a final exam. Grades will be based on your knowledge and understanding of the issues as evidenced by the quality of your ideas, written work, and contributions to online group discussions. Final grades will be based on the total points as indicated below.

130 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. I expect you to log-in to these discussions daily (Monday-Thursday) and to share your ideas with others in the group through constructive ways. There will be discussion questions due at the end of the week 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 of that day. You will receive 5 points per day for your contributions to group discussions (i.e. since we “meet” online Monday-Thursday, you will receive 20 points per week, with the exception of midterm, Memorial Day and the last day for the final exam). Discussion questions turned in as a group summary will be worth an additional 15 points (note: each group member will receive the same number of points for the group summary, so be sure to establish clear communication and expectations with your group from the start). Simply posting responses to the discussion questions will not suffice for full credit, as you must demonstrate at least two other *quality* response postings throughout the week to your other group members' threads (indicating that you have read their posts and thought

critically about their comments). By midnight of that day, the coordinator of your group will submit a summary of your group's discussion question responses to me.

40 pts Online Quizzes

Students will take 8 quizzes throughout the four-week session (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 connect the material to the realm of education and student learning. 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 Blackboard and must be completed within 20 minutes from when you start the quiz (Note: Although Blackboard will time your quiz, the program will continue to run allowing you to take your quiz. However, the program tells me which students go over the allotted time. Thus, for every minute for which you go over, you will be deducted .5 points from your total quiz grade, so keep track of your time). The quiz can be completed from 6am until midnight on the day it is due.

40 pts Midterm Paper

This paper requires you to choose a topic in social psychology that applies to your respective discipline (e.g. school psychology). Gather at least 5 empirically-based articles on the subject and synthesize the research into a 5-7 page paper that includes: 1.) Introduction to the topic (approx. .5-1 page), 2.) Summary of the research findings on the topic (approx. 2 pages), 3.) Significance of the topic to education and/or learning in schools (approx. 2 pages), and 4.) Implications for psychological practice (approx. 1-2 pages). All papers must be submitted in APA 2009 style, 12 pt. font, and 1 inch margins. Papers not meeting these requirements will not be accepted and given at minimum a 10 pt. grade deduction for each day the paper has not been re-submitted with the appropriate revisions. On the date your project is due (see Tentative Schedule below), you will describe the significance of your project (and attach it for your group members to see) within your group discussion thread. 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).

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 only 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 text, but you will only have one hour 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.

4 pts Extra Credit

To foster thinking about psychology beyond the classroom, you may complete up to 4 extra credit assignments (see table below). The half point assignments should be one page long (double spaced, 12 point font, 1 inch margins). The one point assignment will be two pages long, and the 2 point assignment should be three pages long (double spaced, 12 point font, 1 inch margins). **All assignments must be turned in *before (not on)* the last day of class.**

Points	Applying Social Psychology Extra Credit Assignments
.5	Identify an attitude you have now that you used to view differently. Describe your attitudes at both times and explain your process of attitude change using social psychology.
.5	Find and provide an advertisement that relates to education (be creative and think out of the box for this; it could be an ad for a school, supplies, tutoring, etc.). Analyze the methods in how it aims to persuade. Consider if it was persuasive to you. Ask a few others to look at it (particularly those you believe it is targeted toward) and consider their reactions too. How does the advertisement, your reactions, and others' reactions relate to social psychology?
1	For a day, or at least several hours, change something about yourself that will activate different schema in other people who interact with you. For example, you might dress differently, talk differently, or put yourself in a situation where a trait normally of little salience about yourself takes on much greater salience (e.g., if you are in the racial/age/gender majority most of the time, spend time where you are a racial/age/gender minority). Compare and contrast the way people respond to you during the exercise with how people respond to you doing the very same thing in your usual situations. Apply social psychology concepts in your analysis.
2	Choose a minority group and read websites and blogs of group members discussing a particular issue. How do members of the minority make attributions similarly or differently from you. Did you experience the out-group homogeneity effect about them? Did they experience it about you? Minority group can be defined broadly to include any kind of ethnicity, disability, political belief, professional perspective (e.g., business leaders, teachers, counselors) or group created by others with authority (e.g., those in prison, those with a mental illness, etc.). The only constraints to choosing a group is that you should not be a member of the group and you should not spend time actively opposing the group (even if you disagree with them).

Readings

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. (2009 or 2006). *Exploring Social Psychology* (5th or 4th Ed.). New York, NY: McGraw Hill.

Rather than having you struggle through dense readings, I chose to keep assigned readings short and hope you focus on struggling with the ideas and making new connections to other areas of Psychology and your own pursuits in education. 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.

Date	Topic & Readings	Assignments/Q
Tuesday, May 10	Introduction to Social Psychology & Individuals in Social Contexts Myers (2009): Modules 1, 10, & 19	Meet Your Group
Wednesday, May 11	Individuals' Performance in Social Contexts Myers (2009): Modules 17, 18, & 30	Quiz 1
Thursday, May 12	Groups & Inter-group Bias (Prejudice, Discrimination, & Stereotyping) Myers (2009): Modules 20, 22, & 29	Group Discussion
Monday, May 16	Theories of Inter-group Bias & Gender-Role Socialization Myers (2009): Modules 23 & 13	Quiz 2
Tuesday, May 17	Emotion & Aggression Myers (2009): Modules 12 & 24	
Wednesday, May 18	Liking Others Myers (2009): Modules 28 & 26	Quiz 3
Thursday, May 19	Attraction & Relationships Myers (2009): Modules 27 & 31	Group Discussion
Monday, May 23	Self Concept Myers (2009): Module 3	Quiz 4
Tuesday, May 24	Defining Attitudes & Attitudes versus Behaviors Myers (2009): Module 9	
Wednesday, May 25	Persuasion & Attitude Change Myers (2009): Modules 15 & 16	Quiz 5
Thursday, May 26	Social Influence Myers (2009): Modules 14 & 21	Midterm Papers Group Discussion
Monday, May 30	MEMORIAL DAY No Readings	
Tues, May 31	Social Perception & Cognition Myers (2009): Modules 6 & 8	Quiz 6
Wed, June 1	Attribution Myers (2009): Modules 5 & 11	Quiz 7
Thursday, June 2	The Multifaceted Nature of Social Influence Myers (2009): Module 13 (Review)	Group Discussion
Monday, June 6	Judgment Myers (2009): Modules 2 & 4	Quiz 8 Extra Credit Ass
Tuesday, June 7	No Readings	FINAL EXAM

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDP 613	Date: 06/25/2010
Instructor Name: Alicia Fedewa	Instructor Email: alicia.fedewa@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>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?</p> <p>This course will allow students to complete coursework and course materials from a remote location. The students will be required to log in and complete assignments daily/weekly, which will amount to similar time commitment as that of a classroom-based course. Discussion boards and email access will allow the instructor and students to interact with one another.</p>
2.	<p>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.</p> <p>The experience for a DL student is comparable to that of a classroom-based student's experience because of the similar textbooks, course goals and assessments of student learning outcomes. Readings and assignments that will be expected of the student are the same (or comparable) in both settings. There are review-type of individual assignments to ensure the students complete the readings, a research paper to summarize and synthesize current research conducted on specific topical areas, and individual quizzes and exams required.</p>
3.	<p>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.</p> <p>The integrity of student work will be ensured by having the academic offense policy highlighted and included within the course syllabus. Additionally, students will be required to log in to Blackboard to access all assignments. Several assignments and all exams will be timed assessments.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

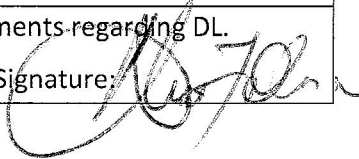
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>Students taking a course via DL will be assured equivalent access to student services by notification through the syllabus and Blackboard. The instructor's office hours and other contact information will be listed on the syllabus and posted as an announcement on Blackboard. Students will be notified that if they have special needs, they will need to notify the instructor to work out an individualized plan, which will be accommodated.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students will be informed of steps to search for research articles and where they may go to receive help accessing those items.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>There are no specific needs for laboratories, facilities or equipment for this course. Students will need access to a computer with Internet and Word documents.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Procedures for resolving technical complaints will be included as an announcement on Blackboard. The Teaching and Academic Support Center web site and the Information Technology Customer Service center URL addresses will be listed on the announcement.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/ ; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/ ; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Alicia L. Fedewa Instructor Signature: 

EDP 613
Social Psychological Issues in Education
University of Kentucky
Summer 2010, 3 credits

Dr. Alicia Fedewa
Mon-Thurs: 1:30pm-4:00pm
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Phone/Voice Mail: 257-9338
Office hours: By apt.
(email or talk with me to set up a time)

Course Description

From the moment we begin asking ourselves the big questions, we start thinking about the topics of social psychology. Who is the real me? As adolescents, this is one of many perplexing questions we begin asking ourselves about who we are and how we fit into the social world. Why do we act one way with one group of friends and differently in another context? Why are we persuaded by some arguments while other people form different views? Why are we attracted to some people and not others? Why are some people altruistic one moment and aggressive another? In this class, we will learn what science can tell us about feelings, thoughts, and behaviors in social situations. This course offers a broad survey of Social Psychology with a tint toward applications in educational settings. We divide our semester into three intrinsically connected themes. First, we will explore the power of the situation and how even the mere presence of another can change who we are. Second, we examine what we bring to situations and how our attitudes color our perceptions and thoughts. Finally, we will study culture while looking for variation across cultures and cross-cultural universals. Do all people feel emotion, experience gender, express prejudice, behave aggressively, or understand fairness in the same way? In addition to examining the cannon of classic research and theory, we will examine contemporary 'cutting-edge' perspectives and apply these concepts to our work in educational settings. Your efforts in this class will help you understand the social world in a new, scientific way.

College and Program Conceptual Framework and Philosophy:

The conceptual framework for professional education programs at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This includes foci on *Research* (Use of research findings and generation of research to enhance student learning and development); *Reflection* (A dynamic process of reflective assessment on performance, outcomes, and approaches to solving educational problems); *Learning* (Conceptualizing learning as a wide range of perspectives including behavioral, constructivist, and social); and *Leading* (An obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies.).

The school psychology program philosophy is guided by the concepts of the “scientist practitioner” and the “whole child.” The program fosters the conception of the school psychologist as a professional capable of applying a range of psychological principles and techniques to school psychological problems in addition to furthering the profession by

contributing to the research base and participating in professional activities. The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists (i.e., the school and home settings, peers, socioeconomic and environmental characteristics, physical facilities, historical information about the child, as well as other pertinent information).

The program also emphasizes cultural competence or culturally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Diversity is recognized at a wide variety of points of intervention, assessment, and consultation within the broad educational environment. It requires professionals to use self-assessment of their own cultural background and be aware of those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural backgrounds when providing an array of psychological services. This course will infuse cultural awareness and diversity training throughout the semester in order to prepare professionals who will work with clients from a variety of backgrounds.

Expectations & How to Succeed in Class

It is my hope that your interest will be sparked in this course so that long after it is over you will continue to pursue answers to the questions that interest you most, whether in your careers as psychologists, in social interaction, or in your own introspection about yourselves. It is my expectation that you will do your best to learn as much as you can. I am always happy to meet with you to discuss any course-related issues on your mind. Please feel free to schedule a time to meet with me.

I have some minimum expectations. Class begins promptly and tardiness distracts other students and me. If you must leave early, please let me know before class begins. Be prepared for class. The content of class meetings will go beyond the reading. I assume you have read it; if you have not read it, class discussion will be hard to follow. Focus your attention during class on our class; for example, do not attend our class while completing work for another class, texting, or using your laptop. Phones must be turned off during class, and laptops may not be used during the class session. In addition to the reduction in your grade, cheating and other forms of academic dishonesty violate university policy. You will be referred to the Dean, who will determine what actions are appropriate.

Attendance Policy

Students are expected to attend all classes. Absence from class will result in a 10 point deduction. You must notify the instructor by e-mail at least 24 hours in advance if you will not be able to attend class, or you will be at-risk for a 10-point deduction in your grade (instructor’s discretion will be used to determine penalty). If you miss more than 2 classes (including excused absences), you will be asked to drop the course. This is a one semester course crammed into 4 short weeks, so missing more than 2 classes will be deemed unacceptable. The instructor may also (at her discretion) employ grade deductions for tardiness (tardy is defined as 5 minutes late and after).

Ethical and Professional Behavior

Students are expected to behave in accordance with the ethical principles and professional standards of the American Psychological Association and the National Association of School Psychologists. This includes acting with integrity, treating others fairly and respectfully, and being responsible and reliable. These principles serve as a guide to students' behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before (unless given prior approval), (3) appropriately engaging during lecture, class discussion, or practicum activities (not talking or working on another task), and (4) respecting confidentiality.

Academic Honesty and Integrity

Students are expected to complete their course work with honesty and integrity. Some examples of academic dishonesty include cheating, plagiarism, misrepresenting work as one's own, and receiving or giving unauthorized materials, information, or assistance. Any form of cheating or plagiarism is unacceptable. The minimum penalty for either of these academic offenses is an "E" in the course. Academic dishonesty may also be grounds for dismissal from the School Psychology Program or program in which the student is enrolled (see Program Handbook).

Disability Accommodations

Students with documented disabilities who need academic accommodations should notify the professor at the beginning of the course so that she can help to support your learning and provide accommodations as needed.

Religious Observances

It is the University's policy to permit students, faculty, and staff to observe holidays associated with their religious faith. Please notify me in advance if you will be absent.

Course Format

Your efforts in this class will help you understand social interactions in new ways and prepare you to scientifically study psychology and other social sciences. Learning means knowing key concepts from the major content areas of social psychology. The course calendar provides a broad list of the content areas. Learning also means thinking critically about the content: make connections between concepts and apply these concepts to your other classes and to the rest of life. Grades reflect this learning. The course will be a combination of lecture and discussion (primarily interactive discussion).

Grading Procedures and Policies

Final grades will be determined based on the percentage of total possible points as follows:
A=94-100%, B=84-93%, C=75-83%

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, your grade will be reduced 10% for each day that it is late** (must be in my mailbox by 4PM to be considered turned-in on any particular day).

Course Requirements

The work to be done for this class includes completing the assigned readings, participating in class discussions, organizing well-prepared facilitations, a midterm project, and a final exam. Grades will be based on your knowledge and understanding of the issues as evidenced by the quality of your ideas, written work, and contributions to class discussions. Final grades will be based on the total points as indicated below.

30 pts Participation and Attendance

I consider your participation in class discussions an integral and valuable part of the course. I expect you to attend classes and to come prepared to share your ideas in constructive ways. Before each class you should come prepared with discussion questions. That is, to encourage class discussion **everyone is required to write 3-10 sentences of thoughts or questions on the readings for each class** (I will periodically collect these questions before each class). The thoughts/questions can be ideas, comments, opinions, or actual questions based on the readings. They should be thoughtful and attempt to reflect on the concepts of the readings, not merely a parrot reiteration of what was read. Two points will be assigned for each class period: one for participation and one for attendance. Regardless of if you have given prior notice of your absence, if you are not in class you will not earn these points.

25 pts Literature Review & Research Presentation

Students will be expected to take one Module in the Myers text (not already covered in class) and conduct a literature review on recent studies in this area (recent defined as the last 5-8 years). For the literature review component, you will be expected to write a 10 page paper (APA 2009 style, 12 point font, double spaced, 1 inch margins) summarizing the current literature in this area and suggesting future directions for research. The presentation will be 15 minutes and will describe not only Myer's module but the studies you found in the literature and how those studies are applicable to education. It is expected that presenters engage the class with an interesting presentation and discussion. To reiterate: *Students are expected to connect the concepts to work in schools through means of discussion, examples, media, case studies, or activities. The focus of the discussion should be the connections between concepts outlined in the Module and literature to educational settings, work as practitioners in schools, theories of learning, etc.* I have uploaded activity and discussion ideas in our Blackboard course site under the respective Module to get you started.

25 pts Midterm Project

This project involves the development of a blog, webpage, newsletter, or other creative medium in which to explicitly inform others in your specialized area (e.g. school psychology) the applicability of social psychology. The project can be viewed as a resource for others, but the project cannot simply contain links to other WebPages. Your task is to be a bridge joining those in your area with social psychology in a manner that will be easy for them to understand and appreciate. How can social psychology be applied to school psychology? What concepts are

particularly relevant, and why? How can we use principles of social psychology to become more effective practitioners? **BE CREATIVE AND HAVE FUN WITH THIS PROJECT!**

20 pts Final Exam

Exams are designed to assess your mastery of core concepts covered in lecture, discussion, and the assigned readings. You will only 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 is *not* an open-book/open-note text. If you were present, attentive, and conscientious in your work for the course, you will be successful on the exam.

4 pts Extra Credit

To foster thinking about psychology beyond the classroom, you may complete up to 4 extra credit assignments (see table below). The half point assignments should be one page long (double spaced, 12 point font, 1 inch margins). The one point assignment will be two pages long, and the 2 point assignment should be three pages long (double spaced, 12 point font, 1 inch margins). **All assignments must be turned in before Wednesday, June 2nd.**

Points	Applying Social Psychology Extra Credit Assignments
.5	Identify an attitude you have now that you used to view differently. Describe your attitudes at both times and explain your process of attitude change using social psychology.
.5	Find and provide an advertisement that relates to education (be creative and think out of the box for this; it could be an ad for a school, supplies, tutoring, etc.). Analyze the methods in how it aims to persuade. Consider if it was persuasive to you. Ask a few others to look at it (particularly those you believe it is targeted toward) and consider their reactions too. How does the advertisement, your reactions, and others' reactions relate to social psychology?
1	For a day, or at least several hours, change something about yourself that will activate different schema in other people who interact with you. For example, you might dress differently, talk differently, or put yourself in a situation where a trait normally of little salience about yourself takes on much greater salience (e.g., if you are in the racial/age/gender majority most of the time, spend time where you are a racial/age/gender minority). Compare and contrast the way people respond to you during the exercise with how people respond to you doing the very same thing in your usual situations. Apply social psychology concepts in your analysis.
2	Choose a minority group and read websites and blogs of group members discussing a particular issue. How do members of the minority make attributions similarly or differently from you. Did you experience the out-group homogeneity effect about them? Did they experience it about you? Minority group can be defined broadly to include any kind of ethnicity, disability, political belief, professional perspective (e.g., business leaders, teachers, counselors) or group created by others with authority (e.g., those in prison, those with a mental illness, etc.). The only constraints to choosing a group is that you should not be a member of the group and you should not spend time actively opposing the group (even if you disagree with them).

Readings

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. (2009 or 2006). *Exploring Social Psychology* (5th or 4th Ed.). New York, NY: McGraw Hill.

Rather than having you struggle through dense readings, I chose to keep assigned readings short and hope you focus on struggling with the ideas and making new connections to other areas of Psychology and your own pursuits in education. 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.

Tentative Schedule of Topics, Readings, and Assignments

How we are Social (Course Part 1 of 3)

Tue May 11 Introduction to Social Psychology & Individuals in Social Contexts

Myers, D. G. (2009). Module 1. Doing Social Psychology
Module 10 & 19. Clinical Intuition and Doing Together what we would never do Alone.

Wed May 12 Individuals' Performance in Social Contexts

Myers, D. G. (2009). Module 17 & 18. The Mere Presence of Others and Many Hands make Diminished Responsibility.
Module 30: When do People Help?

Understanding Ourselves by Understanding Cultures, Sub-Cultures, and Group-Membership (Course Part 2 of 3)

Thur May 13 Groups & Inter-Group Bias (Prejudice, Discrimination, & Stereotyping)

Myers, D. G. (2009). Module 20. How Groups Intensify Decisions.
Module 22 & 29. The Challenge of Diversity and Blessed are the Peacemakers.

Mon May 18 Theories of Inter-Group Bias & Gender Role Socialization

Myers, D. G. (2009). Module 23. The Roots of Prejudice.
Module 13. Gender, Genes, and Culture.

Tue May 19 Emotion & Aggression

Myers, D. G. (2009). Module 12. Human Nature and Cultural Diversity.

Module 24. The Nature and Nurture of Aggression.

Wed May 20 Liking Others

Myers, D. G. (2009). Module 28. Causes of Conflict
Module 26. Who Likes Whom.

Thur May 21 Attraction & Relationships

Myers, D. G. (2009). Module 27. The Ups and Downs of Love
Module 31. Social Psychology and the Sustainable

Mon May 25 Self Concept

Myers, D. G. (2009). Module 3. Self-Concept - Who Am I?

Tue May 26 Research Presentations

Midterm Projects Due

Wed May 27 Research Presentations (Cont'd)

How We Think, Feel, Evaluate, and Behave in Social Contexts (Course Part 3 of 3)

Thur May 28 Social Influence

Myers, D. G. (2009). Module 14 & 21. How Nice People get Corrupted and Power to the Person.

Mon May 31 Defining Attitudes and Attitudes versus Behaviors; Persuasion & Attitude Change (NO CLASS, Memorial Day; Module readings encouraged for final exam)

Myers, D. G. (2009). Module 9. Behavior and Belief.
Module 15. Two Routes to Persuasion.
Module 16. Indoctrination and Inoculation.

Tue June 1 Social Perception & Cognition

Myers, D. G. (2009). Module 6. The Fundamental Attribution Error.
Module 8. Reasons for Unreason.

Wed June 2 Attribution

Myers, D. G. (2009). Module 5 & 11. The Power of Positive Thinking and Clinical Therapy
- the Powers of Social Cognition.

Thur June 3 NO CLASS

Mon June 7 Judgment

Myers, D. G. (2009). Module 2 & 4. Did you Know it all along? and Self-serving Bias.

Tues June 8 Final Exam