

JAN 24 2013

**Course Information**

Date Submitted: 1/29/2013

Current Prefix and Number: EDP - Edc. &amp; Counseling Psychology , EDP 613 - SOCIAL PSY ISSUES IN ED

Other Course:

Proposed Prefix and Number: EDP 613

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: 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: 8592579338

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2013

**2. Designation and Description of Proposed Course**

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

b. Full Title: SOCIAL PSYCHOLOGICAL ISSUES IN EDUCATION

Proposed Title: Social Aspects of Behavior

c. Current Transcript Title: SOCIAL PSY ISSUES IN ED

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: PropGradingSys

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. 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.

Proposed 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.

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

Proposed Prerequisites, if any: Prereq: One course in psychology or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? Yes

Proposed to be taught off campus? Yes

If YES, enter the off campus address: DL Course

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Less of an emphasis will be placed on the application to educational settings to meet the requirements of our accrediting body (the American Psychological Association [APA]). With more of an emphasis on the core concepts of social psychology and less specialization to educational settings, the Counseling Psychology program in our Department will also be able to use this course to satisfy accreditation standards as well. Thus, the title and description of the course is slightly altered to allow for more of an emphasis on a broad coverage of social psychology, and less of an emphasis on applying the concepts to educational settings. The course format and structure remain the same. The assignments and discussion questions will be tweaked to apply to ALL applied psychological settings (not solely educational settings).

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: As stated above, Counseling Psychology would be able to use this course to meet their Social Psychological requirement for APA if the application is broader in nature.

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: No

## 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:

SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121001

SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121002

SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121002

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121003

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121115

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20121129

SIGNATURE|JEL224|Janie S Ellis|Subworkflow for college notifications|20121212

SIGNATURE|MYRT|Martha L Geoghegan|Approval resent to approvers for ZCOURSE\_CHANGE EDP 613 (MINOR CHANGE)|20121212

SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE\_CHANGE EDP 613|20121213

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE\_CHANGE EDP 613|20121213

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_CHANGE EDP 613|20121218

Courses	Request Tracking
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### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1194	Online Social Psych Syllabus Proposed Change.docx
First 1 Last	

Select saved project to retrieve...  Get New

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

Current Prefix and Number:		EDP - Edc. & Counseling Psychology EDP 613 - SOCIAL PSY ISSUES IN ED	Proposed Prefix & Number:	EDP 613
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exc 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination of a prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
<b>1. General Information</b>				
a. Submitted by the College of:		College of Education	Today's Date: 1/29/2013	
b. Department/Division:		Educational, School and Counseling Psych		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* Contact Person Name:		Alicia Fedewa	Email: alicia.fedewa@uky.edu	Phone: 8592579338
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR	Specific Term: <sup>2</sup> Summer 2013
<b>2. Designation and Description of Proposed Course.</b>				
a. Current Distance Learning (DL) Status:		<input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change will be delivered via DL delivery.				
b. Full Title:		SOCIAL PSYCHOLOGICAL ISSUES IN EDUCATION	Proposed Title: *	Social Aspects of Behavior
c. Current Transcript Title (if full title is more than 40 characters):			SOCIAL PSY ISSUES IN ED	
c. Proposed Transcript Title (if full title is more than 40 characters):			SOCIAL ASPECTS BEHAVIOR	

d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern				
Current:	Lecture 2	Laboratory <sup>6</sup>	Recitation	Discussion 1	Indep. St
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 2	Laboratory <sup>6</sup>	Recitation	Discussion 1	Indep. St
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other	Please explain:	
f.	Current Grading System:	Graduate School Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	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. 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.				
*	Proposed 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.				
j.	Current Prerequisites, if any:				
	Prereq: One course in psychology or consent of instructor.				
*	Proposed Prerequisites, if any:				
	Prereq: One course in psychology or consent of instructor.				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	

	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
<i>Proposed Supplementary Teaching Component:</i>	
3. Currently, is this course taught off campus?	<input checked="" type="radio"/> Yes <input type="radio"/> No
* <i>Proposed to be taught off campus?</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, enter the off campus address: DL Course	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
Less of an emphasis will be placed on the application to educational settings to meet the requirements of our accrediting body (the American Psychological Association [APA]). With more of an emphasis on the core concepts of social psychology and less specialization to educational settings, the Counseling Psychology program in our Department will also be able to use this course to satisfy accreditation standards as well. Thus, the title and description of the course is slightly altered to allow for more of an emphasis on a broad coverage of social psychology, and less of an emphasis on applying the concepts to educational settings. The course format and structure remain the same. The assignments and discussion questions will be tweaked to apply to ALL applied psychological settings (not solely educational settings).	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:	
As stated above, Counseling Psychology would be able to use this course to meet their Social Psychological requirements for APA if the application is broader in nature.	
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level</u> course you must send in a syllabus and <i>you must include the differentiation between and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different criteria in the course for graduate students. (See SR 3.1.4.)</i>

<sup>1</sup> 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 appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.  
<sup>5</sup> 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 two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)  
<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.  
<sup>7</sup> In order to change a program, a program change form must also be submitted.

EDP 613

**Social Aspects of Behavior**  
University of Kentucky  
Summer 2012, 3 credits

Dr. Alicia Fedewa  
100% Online Structure  
Office hours: By apt.

Office: 170H Taylor Education Building  
Phone/Voice Mail: 257-9338  
e-mail: [alicia.fedewa@uky.edu](mailto:alicia.fedewa@uky.edu)  
(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? In this class, we will learn what science can tell us about feelings, thoughts, and behaviors in social situations through a broad survey of Social Psychology. 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 canon of classic research and theory, we will examine contemporary 'cutting-edge' perspectives to understand what social psychological concepts can tell us about who we are and why we behave the way we do. 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 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. Penalties for plagiarism range from failing the assignment to expulsion from the University. 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](mailto: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](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id253&lib\\_id=6](http://www.uky.edu/Libraries/libpage.php?lweb_id253&lib_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 as well as your group members in advance (preferably at the start of the course) 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 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.

### **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.

### **Course Objectives & 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. This outcome will be assessed by student performance on discussion questions, online quizzes, the midterm paper, 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. This outcome will be assessed by student performance on discussion questions, online quizzes, the midterm paper, and the final exam.
3. Students will be able to identify contributions of social psychology to the field of psychology as a whole. This outcome will be assessed by students' critical thinking on a number of group discussion questions.
4. Students will be able to describe social issues or problems via social psychological concepts and terminology. This outcome will be assessed by students' dialogue in group discussion forums as well as performance through online quizzes and the final exam.
5. 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. This outcome will be assessed by students' written performance on the midterm research paper.

6. Students will be able to describe social psychological theories which will help to explain how client's opportunities and outcomes are affected by his/her environment. This outcome will be assessed by students' performance on group discussion questions, online quizzes, and the final exam.

#### 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. 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 on Thursday. Discussion questions turned in as a group summary will be worth 9 points each week, totaling 36 points for the course. 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 weekly peer feedback to the instructor as well as instructor observations of your online participation to the group. An additional 3 points will be given each week 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 throughout the week to your other group members' threads (indicating that you have read their posts and thought critically about their comments). Thus, due by midnight each Thursday, 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 that week, 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.

#### 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 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 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.

### 50 pts Midterm Paper

This paper requires you to choose a topic in social psychology that applies to your respective discipline (e.g. counseling, clinical, school psychology). Gather at least 5 peer-reviewed 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 the professional field of psychology (approx. 2 pages), and 4.) Implications for psychological practice (approx. 1-2 pages). **Two of the five articles must be empirically-based—that is, have data supporting their conclusions.** All papers must be submitted in APA 6<sup>th</sup> edition (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), 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, or within the first week of the course). Please attach your paper and send to me via email.

### 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. Again, please be aware that Blackboard 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 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. Therefore, all assignments are due the day before the Final Exam (by midnight).**

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 trying 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. (2012). *Exploring Social Psychology* (6th 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.

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



Midterm Paper Rubric

	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	Points
<b>Introduction</b>	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	/5
<b>Focus &amp; Sequencing; Support of Evidence</b>	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent. Few sources supporting thesis. Sources insignificant or unsubstantiated.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions. Sources generally acceptable but not peer-reviewed research (evidence) based.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. Sources well selected to support thesis with some research in support of thesis.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. Strong peer-reviewed research-based support for thesis.	/25

<b>Conclusion</b>	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	/10
<b>Grammar and Mechanics; APA Style</b>	Grammatical errors or spelling & punctuation substantially detract from the paper. Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Very few grammatical, spelling or punctuation errors interfere with reading the paper. Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper. Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward of unclear passages.	The paper is free of grammatical errors and spelling & punctuation. No errors in APA style. Scholarly style. Writing is flowing and easy to follow.	/10

Date	Topic & Readings	Assignments/Quizzes
<b>WEEK 1: May 10-12</b>		
Day 1	Introduction to Social Psychology & Individuals in Social Contexts Myers (2009): Modules 1, 10, & 19	Meet Your Group/Introductions Due
Day 2	Individuals' Performance in Social Contexts Myers (2009): Modules 17, 18, & 30	Quiz 1
Day 3	Groups & Inter-group Bias (Prejudice, Discrimination, & Stereotyping) Myers (2009): Modules 20, 22, & 29	Group Discussion Questions
<b>WEEK 2: May 16-19</b>		
Day 1	Theories of Inter-group Bias & Gender-Role Socialization Myers (2009): Modules 23 & 13	Quiz 2
Day 2	Emotion & Aggression Myers (2009): Modules 12 & 24	
Day 3	Liking Others Myers (2009): Modules 28 & 26	Quiz 3
Day 4	Attraction & Relationships Myers (2009): Modules 27 & 31	Group Discussion Questions
<b>WEEK 3: May 23-26</b>		
Day 1	Self Concept Myers (2009): Module 3	Quiz 4
Day 2	Defining Attitudes & Attitudes versus Behaviors Myers (2009): Module 9	
Day 3	Persuasion & Attitude Change Myers (2009): Modules 15 & 16	Quiz 5
Day 4	Social Influence Myers (2009): Modules 14 & 21	Midterm Papers Due by Midnight Group Discussion Questions
<b>WEEK 4: May 30-June 2</b>		
Day 1	MEMORIAL DAY No Readings	
Day 2	Social Perception & Cognition Myers (2009): Modules 6 & 8	Quiz 6

Day 3	Attribution	Quiz 7
Day 4	Myers (2009): Modules 5 & 11 The Multifaceted Nature of Social Influence Myers (2009): Module 13 (Review)	Group Discussion Questions
<b>WEEK 5: June 6-7</b>		
Monday, June 6	Judgment Myers (2009): Modules 2 & 4	Quiz 8 Extra Credit Assignments Due by Midnight
Tuesday, June 7	No Readings	FINAL EXAM