

California Lutheran University

Bachelor's Degree for Professionals

SOCIAL PSYCHOLOGY

PSYC 401, BLENDED

Fall Term 2015

Wednesdays 6 – 9:30pm

Room 116, Woodland Hills

Instructor: Dr. Ariana Young
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Office: Woodland Hills, Room 103A
Office Hours: Mondays 4 – 6pm, Wednesdays 4 – 6pm, or by appointment

Important Dates

Fall Term 2015: Aug. 31 – Nov. 16

Last day to drop (no financial penalty or “W”): Sept. 14

Last day to withdraw (no academic penalty): Oct. 12

Textbook (Required)

Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social psychology* (8th edition). Boston: Pearson Education, Inc.

Website

Blackboard: www.callutheran.edu/myclu

The Blackboard course website will include video lectures, assignment instructions/grading rubrics, journal articles, course syllabus, and your grades. Additionally, the quizzes, “teasers,” and article discussions will take place on the website. You must also upload your paper assignments and any extra credit assignments to Blackboard. Furthermore, I will periodically make important announcements about the course on Blackboard. In other words, most of the things you need for this course will be available on Blackboard. Please check the course website on a regular basis. Weekly materials will be posted one week in advance. That is, you will have access to the current week AND following week’s lectures and assignments, so you can feel free to get a little ahead!

If you have any questions about Blackboard (e.g., how to upload an assignment, you cannot access something on the website), please contact the Blackboard specialist Joseph Henle at (805) 493-3713 or jrhenle@callutheran.edu for prompt assistance.

Course Description

Studies the influence of personal, group and social systems on individual attitudes and behavior. Includes socialization, social perception, attraction, aggression, prejudice, conformity, altruism, and related topics, as well as the discussion of theories, methods, and contemporary research.

Course Format

This course will be taught in a blended format. This means that that 40% of the content will be online, while 60% of the content will be presented in class, face-to-face. This particular blended course has been structured so that we meet face-to-face every other week (starting the first week of class). This will result in 6 face-to-face weeks and 5 online weeks. Lecture will be delivered every week via online videos posted on the course website (Blackboard). We will go over the content of these videos in more detail, as well as engage in hands-on activities, demonstrations, and discussions, during our face-to-face class meetings.

The blended format of this course is intended to provide greater flexibility for students. I know you have busy schedules; this format will hopefully accommodate many of your needs. However, please keep in mind that even though we only meet face-to-face every other week, there will still be weekly deadlines. These are to provide you with more structure and help keep you on track (and succeed!) in the course. Finally, as a blended course, it is no more or less challenging as traditional courses you have taken at Cal Lutheran, and was developed to meet Cal Lutheran's strict requirements for excellence.

Course Outcomes

By the end of this course, you should be able to:

- Demonstrate a thorough understanding of the major concepts, theoretical perspectives, and research findings in social psychology
- Engage in creative and critical thinking with respect to the ways in which other people influence an individual's thoughts, feelings, and behavior
- Apply what you learn in class to important issues in the real world and everyday life experiences
- Effectively communicate your thoughts and ideas about social psychological phenomena

Cal Lutheran Learning Outcomes

The institutional learning outcomes met through the successful completion of this course are:

- Information Literacy
- Creative and Critical Thinking
- Interpersonal and Teamwork
- Communication (Written Communication)

Program Specific Learning Outcomes

The Psychology program learning outcomes met through the successful completion of this course are:

- Goal 1 – Field Specific Knowledge
- Goal 2 – Empirical Methodology and Critical Thinking
- Goal 3 – Application of Psychology
- Goal 4 – Communication Skills

Course Requirements/Assessments

There are 270 possible points in this course, distributed among multiple assessments. Please review the point breakdown and description of each assessment very carefully.

Assessment	Number	Points Each	Points Total	Portion of Grade (Approx.)
Exams	2	50	100	37%
Weekly Teasers	10	2	20	7.5%
Weekly Quizzes	10	3	30	11%
Real-World Papers	3	25	75	28%
Article Discussions	3	15	45	16.5%
			270	100%

Exams. There will be 2 exams (50 points each). The exams are not cumulative. All material covered in the video lecture, in class, and the assigned textbook reading is fair game for the exams; the research articles will not be included. The exams may contain multiple-choice, true/false, fill-in-the-blank, and short answer questions. If you know in advance that you will be unable to take the exam on the scheduled date/time, you must notify me at least 1 week ahead of time. We will then schedule the exam for an earlier date/time. Should you miss the exam (and not provide advanced notice), you must contact me within 24 hours of the missed exam AND provide appropriate documentation of your absence (e.g., a doctor's note, a tow truck receipt). I will only allow make-up exams if both of these criteria are met. Additionally, this make-up exam may contain different questions (either content or format) than the original exam.

Weekly Teasers. There will be 10 weekly "teasers" (2 points each). The purpose of these teasers is to introduce you to and get you thinking about the topics before watching the video lectures. You will complete the teasers on the Blackboard website. You may be asked to watch a short video, read a brief pop-culture article, take a psychology-related online questionnaire, etc. These are meant to be quick, fun activities that help prepare you for that week's upcoming course material. After you complete the activity, you will write a response (3-sentence minimum). I will give you a particular prompt to guide your response (usually a thought question). You should complete each week's teaser BEFORE watching the video lecture, no later than Monday at 11:59pm. As long as you provide a thoughtful response that demonstrates you completed the activity, you will receive full credit. You may not make up missed teasers.

Weekly Quizzes. There will be 10 weekly quizzes (3 points each). Each quiz will cover material from that week's previous topic (from the video lecture and the textbook only). The quizzes will contain multiple-choice and true/false questions. They will take place on the Blackboard website. Quizzes will only become available AFTER you finish watching the video lectures. The purpose of these quizzes is to give you a chance to practice what you just learned in the lectures and the textbook. They are meant to give you a sense of how well you are doing in the course and help you better prepare for the exams. They are not meant to be stressful or anxiety-provoking. Thus, you will be allowed unlimited attempts on each quiz. This means you can take the quiz as many times as you like (in order to get full credit). You must complete each week's quiz by Wednesday at 5:59pm. After this time, you will no longer be able to complete the quiz for credit. It will remain on the website, however, for study and practice purposes. You may not make up missed quizzes.

Real-World Papers. The material covered in this course is highly relevant to our everyday lives! As we learn new theories and concepts in class, you will start to notice examples of these all around you in the real world. You will complete 3 papers (25 points each) in which you apply the course material to the real world and everyday life experiences. These papers will be brief (2-3 pages; double-spaced; 12-point font) and are intended to be a fun and interesting way to help you grasp the course material – as well as see the relevance of psychology in your own life. More specific instructions will be provided in lecture and posted on Blackboard when the papers are assigned. Papers should be submitted through Blackboard (and NOT emailed to me). A full letter grade will be deducted for every day that the paper is turned in late.

Article Discussions. In this course, you will be encouraged to think critically and deeply about the material. One way we will achieve this is through student-centered discussions of scholarly research articles. You will read and discuss 3 journal articles throughout the term (15 points each discussion). After reading each article, you will engage in a class-wide discussion of the strengths/weaknesses, extensions, implications, etc. of the work. These discussions will be highly involved and take place over the span of one week. The articles are meant to be interesting and easy to read, as well as incite a thought-provoking conversation. Each discussion will take place on Blackboard. More specific instructions and response timelines will be provided in class and posted on Blackboard. Any late responses will result in half credit for the discussion.

Extra Credit. Extra credit opportunities may be offered throughout the term. If you miss any of these possible opportunities (e.g., are not in class, do not turn in the assignment on time), there is no way to make them up.

Video Lectures and Class Attendance

The majority of lecture for this course will take place online. Specifically, I will post weekly video lectures in which I go over and explain the major concepts, theoretical perspectives, and research findings within Social Psychology. It is imperative that you watch these videos, as they cover important course content. I will not merely re-deliver these lectures in class. Additionally, please keep in mind that you must watch the video lectures before you are allowed access to the weekly quizzes (which are worth points toward your final grade). Thus, you are strongly encouraged to watch the videos so that you (1) are prepared for our face-to-face meetings and (2) get credit on your quizzes.

It is also extremely important that you come to class. In our face-to-face meetings, we will go over of more difficult concepts, discuss particular topics more in-depth, and practice the material via activities and demonstrations. Also, I may lecture on new material (not covered in the video lectures) in class. You are responsible for knowing this material on the exams. You are strongly encouraged to participate during class. Please ask and answer questions, as well as share your thoughts and opinions! This is your chance to gain hands-on experience and think critically about the course material.

There will be 6 face-to-face meetings. Attendance will be taken for these classes. You are allowed to miss 1 class – for any reason – without penalty. For every unexcused absence following, 10 points (approx. 3.5%) will be deducted from your final grade. Absences will only be excused if you contact me within 24 hours of the missed class AND provide appropriate documentation of your absence (e.g., a doctor's note, a tow truck receipt).

Course Grades

Your final grade will be based on your performance on all of the above assessments. Grading will be on a straight scale (i.e., no curve). The grade distribution is as follows:

Grade	Percent
A	93–100%
A-	90–92.99%
B+	87–89.99%
B	83–86.99%
B-	80–82.99%
C+	77–79.99%
C	73–76.99%
C-	70–72.99%
D+	67–69.99%
D	63–66.99%
D-	60–62.99%
F	0–59.99%

*To find your percent, divide your total points on Blackboard by 270. Then, multiply by 100.

Student Workload and Carnegie Hours

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit blended courses meet for about 19.5 hours in-person, the remaining 30.5 hours of instructional time need to be handled via online instructions (in this case, video lectures, online teasers, and discussion boards).
- There should be approximately 9 hours of homework per week (of course, this may vary depending on the week).

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
In Class Meetings (6)	3 hrs. 15 min.	19 hrs. 30 min.			Includes exams
Video Lectures (10)	1 hr.	10 hrs.			Average, varies by student
Textbook Reading			5 hrs.	50 hrs.	Over 10 weeks, uneven distribution
Weekly Quizzes (10)			30 min.	5 hrs.	Average, varies by student
Weekly Teasers (10)	1 hr.	10 hrs.			Average, varies by student
Real-World Papers (3)				15 hrs.	Average, varies by student
Article Reading (3)				10 hrs.	Average, varies by student
Article Discussions (3)		12 hrs.			Average, varies by student
Studying / Exam Prep				20 hrs.	Average, varies by student
Total		51 hrs. 30 min.		100 hrs.	

*In this chart, the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

Cal Lutheran Blended Course Technology Requirements

In order to participate in a blended course at California Lutheran University, you will need the following hardware, software, and capabilities. These are the minimum requirements; specific courses may have technological needs above and beyond this list.

- Computer
- If you need or want portable hardware, you can check out a laptop or iPad at the library for the entire semester
 - A first-generation iPad is sufficient for participating in this course
- To watch pre-recorded lectures
- Operating System Windows or Mac OSX
- Applications Microsoft Silverlight or Windows Media Player
- Bandwidth
 - 50Kbps: Audio-only recording
 - 300Kbps: Recording consisting of screen capture, audio, and video
 - 500Kbps: Recordings with multiple video streams
- Speakers or headphones
- To access the course site
- Firefox browser (usually the best, do NOT use Internet Explorer)
- Java Standard Edition 5 (1.5.0_12)
- Optional: Blackboard Learn App
 - Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

Class Conduct

It is essential that we create a classroom environment that is conducive to learning. Together, we will determine how we should go about creating this type of environment. On the first day of class, we will discuss and decide our classroom policies. I will then post them on Blackboard to serve as guidelines for maintaining a positive classroom environment.

Course Evaluations Statement

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: courseval.callutheran.edu.

Disability Statement

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office located at 3259 Pioneer Street and can be contacted by calling (805) 493-3260 or emailing wjimene@callutheran.edu.

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff, and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior that will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material; Students must cite sources for any information that is not either the result of original research or common knowledge

Standards of Student Conduct Statements:

- Student Life Handbook: callutheran.edu/student_life/student_handbook/index.php
- Academic Honesty Statement: callutheran.edu/ctl/services/academic-honesty.php

University Harassment Policy

Be civil to each other, both on- and offline. For information on the University's student harassment policy and rights, please go to the following link: callutheran.edu/student_life/student_handbook/index.php

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: callutheran.edu/title-ix/

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Madelynn Dickerson (Professionals liaison) at dickerso@callutheran.edu
- General library email: CLUlibrary@callutheran.edu
- Library main phone: (805) 493-3250
- Text us your question: (805) 493-3867
- Get more help at: <http://www.callutheran.edu/library/help/>

Cal Lutheran Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648, for more information.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e., you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call (805) 493-3698.

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

Class Schedule

The schedule may change as the term progresses. Students will be made aware of any changes immediately (in class and on Blackboard).

Week & Format	Online Lecture Topic	Reading	In Class (General Overview) <u>OR</u> Online Assignment	Due Dates
Week 1, Aug. 31 – Sept. 6 Face-to-Face	Intro to Social Psych, Research Methods	Chap. 1 & 2	<u>In Class (Wed. Sept. 2)</u> -Go over syllabus -Introductions -Pilot study information -Review research methods	Teaser 1: Mon. Aug. 31 @ 11:59pm Quiz 1: Wed. Sept. 2 @ 5:59pm
Week 2, Sept. 7 – Sept. 13 Online	Social Cognition	Chap. 3		Teaser 2: Mon. Sept. 7 @ 11:59pm Quiz 2: Wed. Sept. 9 @ 5:59pm
Week 3, Sept. 14 – Sept. 20 Face-to-Face	Social Perception	Chap. 4	<u>In Class (Wed. Sept. 16)</u> -Review social cognition -Review social perception -Watch Killing Us Softly documentary -Go over Paper 1 assignment	Teaser 3: Mon. Sept. 14 @ 11:59pm Quiz 3: Wed. Sept. 16 @ 5:59pm
Week 4, Sept. 21 – Sept. 27 Online	The Self	Chap. 5 Article 1	Online Article Discussion 1	Teaser 4: Mon. Sept. 21 @ 11:59pm Quiz 4: Wed. Sept. 23 @ 5:59pm Article Discussion 1 Responses: Wed. Sept. 23 @ 11:59pm Commentaries: Sun. Sept. 27 @ 11:59pm
Week 5, Sept. 28 – Oct. 4 Face-to-Face	Attitudes	Chap. 6 & 7	<u>In Class (Wed. Sept. 30)</u> -Review the self -Self assessments -Review attitudes -Exam 1 review session (bring Qs to class)	Teaser 5: Mon. Sept. 28 @ 11:59pm Quiz 5: Wed. Sept. 30 @ 5:59pm Paper 1: Sun. Oct. 4 @ 11:59pm

Week & Format	Online Lecture Topic	Reading	In Class (General Overview) <u>OR</u> Online Assignment	Due Dates
Week 6, Oct. 5 – Oct. 11 Online	Social Influence	Chap. 8 Article 2	Online Article Discussion 2	Teaser 6: Mon. Oct. 5 @ 11:59pm Quiz 6: Wed. Oct. 7 @ 5:59pm Article Discussion 2 Responses: Wed. Oct. 7 @ 11:59pm Commentaries: Sun. Oct. 11 @ 11:59pm
Week 7, Oct. 12 – Oct. 18 Face-to-Face	Group Processes	Chap. 9	<u>In Class (Wed. Oct. 14)</u> - EXAM 1 (covers Chap. 1 – 7) -Review social influence -Infomercial activity -Watch Milgram’s Obedience video -Review group processes -Go over Paper 2 assignment	Teaser 7: Mon. Oct. 12 @ 11:59pm Quiz 7: Wed. Oct. 14 @ 5:59pm
Week 8, Oct. 19 – Oct. 25 Online	Attraction and Relationships	Chap. 10 Article 3	Online Article Discussion 3	Teaser 8: Mon. Oct. 19 @ 11:59pm Quiz 8 Due: Wed. Oct. 21 @ 5:59pm Article Discussion 3 Responses: Wed. Oct. 21 @ 11:59pm Commentaries: Sun. Oct. 25 @ 11:59pm
Week 9, Oct. 26 – Nov. 1 Face-to-Face	Prosocial Behavior and Aggression	Chap. 11 & 12	<u>In Class (Wed. Oct. 28)</u> -Review attraction and relationships -Review prosocial behavior and aggression -Prosocial activity -Labeling demonstration -Go over Paper 3 assignment	Teaser 9: Mon. Oct. 26 @ 11:59pm Quiz 9: Wed. Oct. 28 @ 5:59pm Paper 2: Sun. Nov. 1 @ 11:59pm
Week 10, Nov. 2 – Nov. 8 Online	Prejudice	Chap. 13	<u>OPTIONAL In Class (Wed. Nov. 4)</u> -Exam 2 review session (bring Qs to class) -Remember the Titans movie	Teaser 10: Mon. Nov. 2 @ 11:59pm Quiz 10: Wed. Nov. 4 @ 5:59pm
Week 11, Nov. 9 – Nov. 15 Face-to-Face	---	---	<u>In Class (Wed. Nov. 11)</u> - EXAM 2 (covers Chap. 8 – 13) -Pilot study	Paper 3: Sun. Nov. 15 @ 11:59pm