



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: PSYC 240 ID8W1, Social Psychology (Formerly PSYC 305)

Semester and Term: Summer 2014

Day and Dates: Saturdays, 5/17/2014 – 7/5/2014

Time: 9am – 12pm

Campus Location: Bridgeport

Course Description:

Scientific study of how people think about, influence, and relate to one another. Social cognition, persuasion, conformity and obedience, stereotyping and prejudice, aggression, pro-social behavior, and intra-group and intergroup dynamics.

Prerequisite Course: PSYC 103 and 201 or 202 and passed with a minimum grade of “C”.

Course Code: HS-PE, LA, PSY, SsC

Instructor & contact information: Herb Storck

Email: hstorck@bridgeport.edu

Required Textbook:

Social Psychology, David G. Myers, Eleventh Edition, 2013, McGraw-Hill Publishers, ISBN 9780078035296.

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course the student should be able to:

- Students can explain social thinking, social influence, and social relations.
- Students can apply the concepts of social thinking, influence, and relationships to observed behaviors in applied settings such as clinics, courts, and social service agencies.
- Students can communicate this knowledge verbally and in writing.

Course Schedule

PRE-CLASS Assignment:

- Read Chapters One (What is Social Psychology) and Three (The Social Self).
- Please read 3-5 professional journal articles of interest to you from The Journal of Social Psychology or another journal of Social Psychology.
- Please write a short paper, at least 2 full pages, 12 font, Times New Roman, double-spaced, and answering the following question: How does social psychology differ from each of the following: (a) sociology, and (b) the other sub-disciplines of psychology? Also include in this paper: What do you hope to gain from this course?

Virtual Online Study Group

Since we all commute to class, it is essentially impossible to form "study groups" as we might if we lived on campus. IN A COURSE LIKE THIS, THERE ARE LIKELY TO BE QUESTIONS AND DISCUSSIONS THAT STUDENTS MAY WISH TO HAVE OUTSIDE OF THE CLASSROOM. I'd like to use Canvas as a way to allow us to do what we would normally do in personal study groups. It's a Discussion Board devoted to allowing you to ask questions, read other students' questions, offer answers or thoughts, anything you want to use it for. Except Match.com. :-) It's a new use of canvas that I've implemented - - - students in recent classes have enjoyed and used it. This Discussion Board is OBVIOUSLY UNGRADED, not particularly monitored, but you need to use the same etiquette and scholarly terms as we use in class. Enjoy! Herb

Class One – May 17

- Paper **MUST** be handed in during class.
 - **Late papers will not be accepted for any reason.** If you did not receive the book on time, then internet sources will be sufficient to cover the topic well.
- Lecture & Discussion Chapter 1 (What is Social Psychology)
- Lecture & Discussion Chapter 3 (The Social Self)
 - **NOTE: Late posts will not be accepted or graded for any reason. If you anticipate a conflict, please post ahead of the due date.**

Canvas Assignment

- Read Chapters 4 and 7
- Discussion Board Primary Post: How well do our attitudes predict our behavior? What happens when they are inconsistent?
- Reply to at least 2 other student posts
 - Primary post DUE TUESDAY
 - Replies DUE THURSDAY

Class Two – May 24

- Lecture & Discussion Chapter 4 (Behavior & Attitudes)
- Lecture & Discussion Chapter 7 (Persuasion)

Canvas Assignment

- Read Chapters 6 and 8
 - Primary post DUE TUESDAY
 - Describe the processes of social facilitation, social loafing, and deindividuation.
 - Replies DUE THURSDAY
 - Reply to at least 2 other student posts

Class Three – May 31

- Lecture & Discussion Chapter 6 (Conformity)
- Lecture & Discussion Chapter 8 (Group Processes)
- Quiz on Chapters 1, 3, 4, 7

Canvas Assignment

- Read Chapter 12
 - Primary post DUE TUESDAY
 - What defines genuine altruism? Provide some examples.
 - Replies DUE THURSDAY

Class Four – June 7

- Lecture & Discussion Chapter 12 (Helping Others)

Canvas Assignment:

- No Canvas assignment this week.
- Prepare for Exam on Midterm

Class Five – June 14

- Midterm Exam on Chapters 1, 3, 4, 6, 7 and 8
- Lecture Chapter 11 (Attraction & Intimacy)

Canvas Assignment

- Read Chapter 9
 - Primary post DUE TUESDAY
 - Discuss the major issues that create prejudice and the disliking of others.
 - Replies DUE THURSDAY

Class Six – June 21

- Lecture & Discussion on Chapter 9 (Prejudice: Disliking others).
- Also, for fun and education, we will complete some psychometric tests to learn more about our own social being.

Canvas Assignment

- Read Chapter 10
 - Primary post DUE TUESDAY
 - Discuss the major influences on aggression.
 - Replies DUE THURSDAY

Class Seven – June 28

- Quiz 2 on Chapters 9 & 11
- Lecture Chapter 10 (Aggression)

Canvas Assignment

- No Canvas assignment
- Prepare for Final Exam

Class Eight – July 5

- Final Exam

Classroom Etiquette:

Classroom etiquette is an important objective. In the college environment, freedom of speech and expression is encouraged and a refreshing experience. However, common courtesy is our guideline. This is generally defined as behavior that is not discriminatory or offensive and does not interrupt the other students' right to peaceful and productive education. Any student engaging in behavior that is inconsistent with classroom etiquette or common courtesy toward the teacher or other students will be asked to leave the classroom immediately. Repeated behaviors will lead to ejection from the course. This is a zero tolerance event.

Course Objectives:

Throughout this semester, students will be able to complete the following:

1. Define social psychology. Identify the kinds of questions that social psychologists try to answer. Explain how social psychology differs from sociology and other fields of psychology. (Chapter 1, What is Social Psychology?)
2. Explain the idea of the self-concept and how it relates to the ways in which we attend to, interpret, and remember the world around us. (Chapter 3, The Social Self)
3. Define the fundamental attribution error and describe the factors that make this error more or less likely to occur. Compare the fundamental attribution error with the actor-observer effect, and discuss the two explanations for the actor-observer effect. Understand the role of culture in the attribution process (Chapter 4, Perceiving Persons)
4. Explain how characteristics of the audience, including cultural considerations, can moderate the extent to which it is persuaded by a message. Describe strategies for enabling an audience to resist efforts at persuasion. Discuss the relationship between attitudes and behaviors. Explain what types of attitudes are most likely to predict behavior, and under what circumstances (Chapter 6, Attitudes)

5. Define, compare, and contrast conformity, compliance, and obedience. Define and explain the sequential request strategies known as the foot-in-the-door technique, low-balling, the door-in-the-face technique, and the that's-not-all technique. Explain why each works. Address strategies for resisting these strategies. (Chapter 7, Conformity)
6. Describe the reasons that people join a group. Discuss the process of adjustment to a new group. Explain the processes of group development, as well as how roles, norms, and cohesiveness influence groups. Describe how working with others on a task affects productivity. Explain the concept of social loafing, identify factors that can reduce the likelihood of loafing, and distinguish between situations likely to lead to social facilitation versus social loafing. (Chapter 8, Group Processes)
7. Explain the bystander effect. Identify and explain the five steps in the helping process, discussing obstacles to each step. Consider how each of these obstacles contributes to the bystander effect. Describe the influence of situational and interpersonal factors on helping behavior, such as time pressure, altruism, characteristics of people in need, location, culture, mood, role models, and social norms. (Chapter 10, Helping Others)
8. Consider whether aggression is learned by reviewing the concepts of reinforcement, punishment, and the social learning theory of aggression. Discuss how socialization accounts for gender and cultural variations in aggression. (Chapter 11, Aggression)

Methods of Instruction/Procedure:

In-class instructions will involve a combination of lecture, class discussion (student participation, in-class activities), and media presentations. **CLASSES ARE INTENDED TO EXPAND UPON THE TEXTBOOK CONTENT AND APPLY THE WEEKLY TOPICS TO “REAL LIFE”.** THE CLASSES WILL NOT NECESSARILY REGURGITATE THE CONTENTS OF THE TEXT AND WHAT YOU HAVE ALREADY READ. To this end, classes are highly interactive. PowerPoint presentations will be used to form a structure for most classes and provide key information; website and video media will be used as additional sources of “visual learning”.

Methods of Evaluation:

	Points
Written Assignments	10
Quiz 1	10
Quiz 2	10
Canvas Assignments (5x4pts)	20
Midterm Exam	25
Final Exam	25

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes

across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to:

<http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

<http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email

helpdesk@bridgeport.edu <https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.

- Search the online databases for your academic field; business, counseling, human services, psychology, etc.

- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.

- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>

- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will

be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.