

## Syllabus

### Course Overview

This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. Prerequisite(s): PSYC1000, PSYC3210.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Select credible and scholarly sources in the field of social psychology using information literacy and research skills.
- 2 Apply social psychological theory to topics in the field.
- 3 Apply social psychological research to topics in the field.
- 4 Apply ethical reasoning to social psychology topics.
- 5 Apply critical thinking to social psychology topics.
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

### Course Prerequisites

Prerequisite(s): PSYC1000.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Baumeister, R. F., & Bushman, B. J. (2017). *Social psychology and human nature* (4th ed.). Boston, MA: Cengage. ISBN: 9781305497917.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bamford, R. (2015). [Unrequited: Neurochemical enhancement of love](#). *Cambridge Quarterly of Healthcare Ethics*, 24(3), 355–360.
- Bradley, S. W., Roberts, J. A., & Bradley, P. W. (2019). [Experimental evidence of observed social media status cues on perceived likability](#). *Psychology of Popular Media*, 8(1), 41–51.
- Critcher, C. R., & Ferguson, M. J. (2016). ["Whether I like it or not, it's important": Implicit importance of means predicts self-regulatory persistence and success](#). *Journal of Personality and Social Psychology*, 110(6), 818–839.
- Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). [The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships](#). *Journal of Family Psychology*, 30(7), 822–831.
- Mahmoodi, A., Bahrami, B., & Mehring, C. (2018). [Reciprocity of social influence](#). *Nature Communications*, 9(1), 1–9.
- Montoya, R. M., Horton, R. S., Vevea, J. L., Citkovic, M., & Lauber, E. A. (2017). [A re-examination of the mere exposure effect: The influence of repeated exposure on recognition, familiarity, and liking](#). *Psychological Bulletin*, 143(5), 459–498.
- Rajsic, J., Wilson, D. E., & Pratt, J. (2015). [Confirmation bias in visual search](#). *Journal of Experimental Psychology*, 41(5), 1353–1364.
- Sanjuan, P., & Magallares, A. (2014). [Coping strategies as mediating variables between self-serving attributional bias and subjective well-being](#). *Journal of Happiness Studies*, 15(2), 442–453.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Haggard, M. S. (2013). [The multiple pathways by which self-control predicts behavior](#). *Frontiers in Psychology*, 4. <https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00849/full>
- Meegan, G. (n.d.). [The intellectual standards](#). The Elements of Thought. <https://theelementsofthought.org/the-intellectual-standards/>
- Meegan, G. (n.d.). [What is critical thinking?](#) The Elements of Thought. <https://theelementsofthought.org/what-is-critical-thinking/>
- Paul, R., & Elder, L. (2013). [Critical thinking: Intellectual standards essential to reasoning well within every domain of human thought, part 2 \[PDF\]](#). *Journal of Developmental Education*, 37(1), 32–36.
- The University of Texas at Austin. (n.d.). [Behavioral ethics](#). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/behavioral-ethics>
- The University of Texas at Austin. (n.d.). [Being your best self, part 1: Moral awareness](#). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/best-self-part-1-moral-awareness>
- The University of Texas at Austin. (n.d.). [Causing harm](#). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/causing-harm>

- The University of Texas at Austin. (n.d.). [Conformity bias](https://ethicsunwrapped.utexas.edu/video/conformity-bias). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/conformity-bias>
- The University of Texas at Austin. (n.d.). [Ethics unwrapped](https://ethicsunwrapped.utexas.edu/). <https://ethicsunwrapped.utexas.edu/>
- The University of Texas at Austin. (n.d.). [Framing](https://ethicsunwrapped.utexas.edu/video/framing). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/framing>
- The University of Texas at Austin. (n.d.). [Groupthink](https://ethicsunwrapped.utexas.edu/glossary/groupthink). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/groupthink>
- The University of Texas at Austin. (n.d.). [Incrementalism](https://ethicsunwrapped.utexas.edu/glossary/incrementalism). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/incrementalism>
- The University of Texas at Austin. (n.d.). [Integrity](https://ethicsunwrapped.utexas.edu/glossary/integrity). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/integrity>
- The University of Texas at Austin. (n.d.). [Intro to behavioral ethics](https://ethicsunwrapped.utexas.edu/video/intro-to-behavioral-ethics). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/intro-to-behavioral-ethics>
- The University of Texas at Austin. (n.d.). [Loss aversion](https://ethicsunwrapped.utexas.edu/video/loss-aversion). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/loss-aversion>
- The University of Texas at Austin. (n.d.). [Moral emotions](https://ethicsunwrapped.utexas.edu/glossary/moral-emotions). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/moral-emotions>
- The University of Texas at Austin. (n.d.). [Morals](https://ethicsunwrapped.utexas.edu/glossary/morals). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/morals>
- The University of Texas at Austin. (n.d.). [Overconfidence bias](https://ethicsunwrapped.utexas.edu/video/overconfidence-bias). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/overconfidence-bias>
- The University of Texas at Austin. (n.d.). [Professional ethics](https://ethicsunwrapped.utexas.edu/subject-area/professional-ethics). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/subject-area/professional-ethics>
- The University of Texas at Austin. (n.d.). [Rationalizations](https://ethicsunwrapped.utexas.edu/glossary/rationalizations). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/rationalizations>
- The University of Texas at Austin. (n.d.). [Self-serving bias](https://ethicsunwrapped.utexas.edu/video/self-serving-bias). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/self-serving-bias>
- The University of Texas at Austin. (n.d.). [Systematic moral analysis](https://ethicsunwrapped.utexas.edu/video/systematic-moral-analysis). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/video/systematic-moral-analysis>
- The University of Texas at Austin. (n.d.). [Values](https://ethicsunwrapped.utexas.edu/glossary/values). Ethics Unwrapped. <https://ethicsunwrapped.utexas.edu/glossary/values>
- University of Louisville. (n.d.). [Paul-Elder critical thinking framework](http://louisville.edu/ideastoaction/about/criticalthinking/framework). Ideas to Action. <http://louisville.edu/ideastoaction/about/criticalthinking/framework>
- Westside Toastmasters. (n.d.). [Chapter 10: Taking charge of your irrational tendencies](https://westsidetoastmasters.com/resources/thinking_tools/ch10.html). [https://westsidetoastmasters.com/resources/thinking\\_tools/ch10.html](https://westsidetoastmasters.com/resources/thinking_tools/ch10.html)
- Westside Toastmasters. (n.d.). [Chapter 11: Monitoring your sociocentric tendencies](https://westsidetoastmasters.com/resources/thinking_tools/ch11.html). [https://westsidetoastmasters.com/resources/thinking\\_tools/ch11.html](https://westsidetoastmasters.com/resources/thinking_tools/ch11.html)

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Culture and Nature

### Introduction

#### Scenario: Introduction to Mark Tucker

Mark Tucker lives in a mid-sized city in the Midwest called Riverbend City. A few months ago, he got out of prison after serving 18 months of a three-year sentence for a drug conviction. Since getting parole, he's gotten a job and an apartment. But one day in a grocery store, Mark shoplifts some food that he doesn't even need. Why?

Social psychology is a branch of psychology that seeks a broad understanding of how human beings think, act, and feel within a social context. Social psychologists look at biological, physiological, individual, and contextual factors that influence emotions, thoughts, and behavioral actions. Since people often do not behave in ways that are consistent with their own perceptions of themselves, research is a key part of what social psychologists use to determine how social influences change human behavior.

## To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.

- **What You Need to Know:** Become familiar with concepts related to social psychology and behavioral ethics.
- **Achievement Board:** Track your progress this week by visiting the [Achievement Board](#).

## Learning Activities

### u01s1 - Activity Overview

## Discussion Overview

Discussions in this course are somewhat different from what you may have experienced in other Capella courses. Instead of using the courseroom discussion tool, you will use a tool called Yellowdig.

In this week's discussion, you will apply foundational concepts and theories central to social psychology. Use your readings and other resources to identify a theory or concept that interests you personally or professionally, and reflect on ways that information can be applied to the world around you.

### u01s2 - What You Need to Know

## Social Psychology

Our social world places many demands on us. What happens when people are placed in an emergency situation where no one seems to be responding? What do young children do when they must choose whether to eat one cookie now or two cookies if they wait longer? Chapter 1 in your *Social Psychology and Human Nature* text defines social psychology and provides the context you will need to understand the theories and concepts in the rest of the book. You will find questions from this chapter in the Week 2 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 1, "The Mission & the Method," pages 1–30.

Chapter 2 in your *Social Psychology and Human Nature* text discusses how human social behavior results from a mixture of nature and culture. You will also find information about the duplex mind theory, which is one of the theories that may be evident in a case study for your Self and Self-Control assignment. You will find questions from this chapter in the Week 2 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 2, "Culture and Nature," pages 32–65.

## Behavioral Ethics

The following resources, courtesy of [Ethics Unwrapped](#). The University of Texas at Austin, explain the definition of behavioral ethics and introduce you to the very basics of this new field. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Ethics defined: Behavioral ethics](#). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/behavioral-ethics>
  - Behavioral ethics is the study of why people make the ethical and unethical decisions that they do. Its teachings arise from research in fields such as behavioral psychology, cognitive science, and evolutionary biology.
- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Introduction to behavioral ethics](#). Retrieved from <https://ethicsunwrapped.utexas.edu/video/intro-to-behavioral-ethics>
  - This resource investigates why people make the ethical (and unethical) decisions that they do in order to gain insights into how people can improve their ethical decision-making and behavior.

## Critical Thinking

Critical thinkers routinely apply intellectual standards to the elements of reasoning in order to develop intellectual traits. These resources introduce you to critical thinking using the model developed by Richard Paul and Linda Elder. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- Meegan, G. (n.d.). [What is critical thinking? \[Blog post\]](#). Retrieved from <https://theelementsofthought.org/what-is-critical-thinking/>
  - This resource describes the basics of critical thinking.
- [Qualities of Thinking: Evaluative Stage](#).
  - This resource provides a concise overview with links to further resources.

- University of Louisville. (n.d.). [Paul-Elder critical thinking framework](http://louisville.edu/ideastocaction/about/criticalthinking/framework). Retrieved from <http://louisville.edu/ideastocaction/about/criticalthinking/framework>
  - This resource provides a summary with a graphic to show how standards, elements, and traits work together.
- [What Stage of Thought Are You In?](#)
  - Complete this simple assessment of your critical thinking level today so you can compare it to your level at the end of the course.

### u01d1 - Write Your Discussion Post

What did you learn about this week that grabbed your attention or caused you to think more deeply about it? Social psychology occupies a unique space in the broader scope of psychology due to its ability to be applied in a number of different areas. Basically, it can be applied anywhere people interact with each other. The discussions in this course will encourage you to reflect on social psychology theories as well as behavioral ethics or critical thinking concepts and apply them to the world around you. For each discussion, select a theory or concept that you learned about in your readings for that week. Choose one that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (for example, #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u01s3 - Achievement Board: Explore

Throughout your course (and your program if you are pursuing a Psychology degree), you will use the [Achievement Board](#). The Achievement Board is a web site where you can keep track of your weekly progress in your PSYC courses.

Each of your courses has its own checklist in the Achievement Board. The checklist includes all the tasks you'll be asked to do in the course. Each time you check off a task in your courses as done, you progress toward earning another achievement!

Visit the Achievement Board this week and explore its functions. Make sure to set up your avatar and bio.

## Unit 2 >> The Self and Social Identity

### Introduction

## Scenario: Definition of Self

Mark Tucker, a parolee who lives in Riverbend City, is having a hard time fitting in at work. When someone is rude to him at work, he gets angry way out of proportion to the incident. When the conversation in the break room turns to politics, he gets very quiet, even though before he went to prison, he followed politics avidly. He doesn't feel like he changed that much in prison—but now, he isn't sure who he is.

Our self is very hard to define, yet everyone has some idea of what it is. When we refer to "me" or "myself" are we talking about our personality, our values and beliefs, our reputation, or our social roles? What constitutes a "self"? Does a "self" change as you grow and mature? The self is a vital means of gaining social acceptance and for participation in culture. But is there such a thing as a true self? In your text, you will discover that your self has three components: self-knowledge (or self-concept), interpersonal self (or public self), and agent self (executive functions like decision making and self-control). The self is a complex and marvelous participant in the social world and is the starting point for understanding our social behavior.

## To-Do List

- **Discussion:** Participate in the discussion boards in Yellowdig.
- **Quiz:** Complete the Week 2 quiz, which covers the first two weeks of the course.
- **What You Need to Know:** Read about self-concept, self-esteem, and self-presentation; dig into concepts of bias and self-serving bias as it relates to behavior ethics.
- **Plan:** Choose your case study for next week's assignment.
- **Research:** Find scholarly journal articles for next week's assignment.
- **Achievement Board:** Track your progress this week by visiting the [Achievement Board](#).

## Learning Activities

### u02s1 - Activity Overviews

## Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

## Quiz Overview

This week, you will take your first quiz, which will include questions related to information in Chapters 1, 2, and 3 in your *Social Psychology and Human Nature* text.

### u02s2 - What You Need to Know

## Social Psychology

Chapter 3 in your *Social Psychology and Human Nature* text discusses how self-concept, self-esteem, and self-presentation fit into the context of social psychology. You will also find information about self-serving bias, which is one of the theories that may be evident in a case study for your Self and Self-Control assignment. You will find questions from this chapter in the Week 2 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 3, "The Self," pages 66–111.

## Behavior Ethics

The following resources, courtesy of [Ethics Unwrapped](#). The University of Texas at Austin, introduce you to a common bias and two terms important to better understanding behavioral ethics and ethical reasoning. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Self-serving bias](#). Retrieved from <https://ethicsunwrapped.utexas.edu/video/self-serving-bias>
  - The self-serving bias causes us to see things in ways that support our best interests and our pre-existing points of view.
- The University of Texas at Austin. (n.d.). [Ethics defined: Integrity](#). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/integrity>
  - Integrity is a foundational moral virtue and the bedrock upon which good character is built.
- The University of Texas at Austin. (n.d.). [Ethics defined: Values](#). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/values>
  - Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior.

## Critical Thinking

These resources introduce you to two of the 10 standards of critical thinking (clarity and accuracy) using the model developed by Paul and Elder. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- Meegan, G. (n.d.). [The intellectual standards \[Blog post\]](#). Retrieved from <https://theelementsofthought.org/the-intellectual-standards/>
  - This resource provides a description of the nine intellectual standards we use to assess thinking. This week, focus on clarity and accuracy.
- Paul, R., & Elder, L. (2013). [Critical thinking: Intellectual standards essential to reasoning well within every domain of human thought, part 2 \[PDF\]](#). *Journal of Developmental Education*, 37(1), 32–36.
  - This journal article provides a strong description of the standards.

### u02d1 - Write Your Discussion Post

What inspired you in your readings this week? Have you seen behavior in others or in yourself that is intended to make an impression on others? How do people develop their own knowledge of themselves? For this week's discussion, select a theory or concept from your readings that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (for example, #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

## u02q1 - Quiz

Are you familiar with the concepts and theories we have covered so far in the course? Do you understand how nature and culture influence human behavior? Can you describe the main parts of the self? Do you understand social psychology theories and studies of behaviorism, cognitive psychology, the scientific method? This quiz will test your understanding of the concepts, theories, and information presented in the course during Weeks 1 and 2, with particular focus on Chapters 1, 2, and 3 in your *Social Psychology and Human Nature* text.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central Time.
- You may only take the quiz once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

## u02s3 - Plan: Choose Your Case Study for Next Week's Assignment

Now that you have explored social psychological theory related to the self and self-control and a number of behavioral ethics and critical thinking concepts, you need to make choices regarding what to focus on for your assignment. The [Self and Self-Control Case Studies](#) media piece walks you through these choices.

## u02s4 - Research: Find Articles for Next Week's Assignment

In your assignment for next week, you are required to use two articles related to the theory you are applying to your chosen case study. We have found one article related to each theory for you. Use the Capella library to find a second scholarly journal article related to the social psychology theory you chose. Use the [Introduction to Social Psychology Library Guide](#) to help you navigate the different databases in the Capella library. Spend some time this week reading the article provided to you and finding and reading your second article.

### Duplex Mind

- Haggar, M. S. (2013). [The multiple pathways by which self-control predicts behavior](https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00849/full). *Frontiers in Psychology*, 4(13). Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00849/full>

### Self-Serving Bias

- Sanjuan, P., & Magallares, A. (2014). [Coping strategies as mediating variables between self-serving attributional bias and subjective well-being](#). *Journal of Happiness Studies*, 15(2), 442–453.

### Self-Regulation

- Critcher, C. R., & Ferguson, M. J. (2016). ["Whether I like it or not, it's important": Implicit importance of means predicts self-regulatory persistence and success](#). *Journal of Personality and Social Psychology*, 110(6), 818–839.

## u02d2 - Write Your Discussion Post

This week, write a post about your experience of using the [Achievement Board](#).

- What did you notice about using the Achievement Board?
- Have you checked course tasks off the checklist?
- How do you think you will use the Achievement Board in the rest of the course?
- How does use of the Achievement Board illustrate some of the things that you are beginning to understand about social psychology?

## Response Guidelines

Respond to at least two posts by your fellow learners:

- Did your classmates have the same reaction to the Achievement Board that you did?
- Can you think of an example of how this tool could be used to help you build organization and accountability skills for your career?

Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand. As you read through the posts of your peers, you will likely find opinions and value sets that differ from your own. Remember to be respectful of others' opinions and value perspectives.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### Unit 3 >> Self-Control

#### Introduction

#### Scenario: Resistance to Temptation

Mark Tucker has been in his new job for almost seven months now, and he feels like he has the hang of it. He doesn't like having to be drug tested every month, but he's starting to like his co-workers and to feel a little more secure in his new life. But one day in the breakroom, a co-worker stands next to him and speaks quietly, "If you're interested, I've got some really good stuff for sale." It takes Mark a second to realize that the co-worker is talking about drugs. What does he do?

To the extent that our self is in healthy control, we are better able to make good choices and take more effective actions. When we develop irrational thoughts and self-defeating ideas, we may "lose it" and behave in socially unacceptable ways, binge eat food, relapse to drug abuse, or resort to suicide. Understanding the importance of meaning, freedom of action, setting goals, plans, and intentions, is critical to effective self-regulation and is the focus of our studies this week.

#### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Assignment:** Complete your Self and Self-Control assignment.
- **What You Need to Know:** Learn about concepts related to self-control, self-regulation; read about the concepts of loss aversion and incrementalism as they relate to behavior ethics.
- **Prepare:** Review support information for this week's assignment.
- **Interactive Learning Module:** Take a self-evaluation.
- **Achievement Board:** Track your progress this week by visiting the [Achievement Board](#).

#### Learning Activities

u03s1 - Activity Overviews

## Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

## Assignment Overview

For your assignment this week, write a 3–4 page paper applying theories and concepts from social psychology, behavioral ethics, and critical thinking to the case study you choose.

### u03s2 - What You Need to Know

## Social Psychology

Chapter 4 in your *Social Psychology and Human Nature* text contains information about how we as humans are able to deliberately control our behavior rather than just follow our instincts in response to our immediate circumstances. You will also find information about self-regulation, which is one of the theories that may be evident in a case study for your Self and Self-Control assignment. You will find questions from this chapter in the Week 5 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 4, "Choices and Actions: The Self in Control," pages 112–145.

## Behavior Ethics

These resources, courtesy of [Ethics Unwrapped](https://ethicsunwrapped.utexas.edu/), The University of Texas at Austin, introduce you to two new concepts in behavioral ethics and ethical reasoning: loss aversion and incrementalism. You will be asked to identify and apply elements of ethical reasoning in your written assignments and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Loss aversion](https://ethicsunwrapped.utexas.edu/video/loss-aversion). Retrieved from <https://ethicsunwrapped.utexas.edu/video/loss-aversion>
  - We hate losses about twice as much as we enjoy gains, meaning we are more likely to act unethically to avoid a loss than to secure a gain. This phenomenon is known as loss aversion.
- The University of Texas at Austin. (n.d.). [Ethics defined: Incrementalism](https://ethicsunwrapped.utexas.edu/glossary/incrementalism). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/incrementalism>
  - Incrementalism is the slippery slope that often causes people to slide unintentionally into unethical behavior. It can happen when people cut small corners that become bigger over time.

## Critical Thinking

Pursuing selfish interests at the expense of the rights, needs, and desires of others is called egocentric thinking. These resources provide an introduction to this concept. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of the Thinker: Egocentric Thinking](#).
  - This resource provides a brief overview of the concept of egocentric thinking.
- Westside Toastmasters. (n.d.). [Chapter 10: Taking charge of your irrational tendencies](https://westsidetoastmasters.com/resources/thinking_tools/ch10.html). Retrieved from [https://westsidetoastmasters.com/resources/thinking\\_tools/ch10.html](https://westsidetoastmasters.com/resources/thinking_tools/ch10.html)
  - This resource provides a more in-depth explanation of egocentric thinking.

### u03d1 - Write Your Discussion Post

This week, we read about how humans can deliberately control or alter their behavior. What concepts did you find illuminating? Have you ever conducted a cost-benefit analysis and then changed course accordingly? Have you ever felt stuck because you were afraid to make the wrong decision? For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (e.g., #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u03s3 - Prepare: Review Support Information for This Week's Assignment

To help you successfully complete your assignment this week, watch the video and review the documents provided here.

- Watch the [Written Assignment Success Video](#) presentation to learn tips and advice from the faculty regarding this assignment.
- Review the [Self and Self-Control Assignment Template \[DOCX\]](#). You will need to use this template when writing your paper.
- Review the [Exemplar Paper \[DOCX\]](#) and the [Exemplar Case Study \[DOCX\]](#). While this exemplar does not use the same case studies you have been provided, it will help you understand how to complete your paper.
- You may find the [Assignment Guide](#) media piece helpful as you begin your assignment. It walks you through each aspect of assignments, including scoring guides, rubrics, prework, and evaluating your own work before submitting it.

### u03v1 - Interactive Learning Module: Self-Evaluation

The Self-Evaluation Tool is a brief interactive tool that will help you evaluate your assignment based on the scoring guide. Use this as an opportunity to see if you have included all of the assigned criteria (ideally at the distinguished level) and to estimate your success in meeting the expectations of this week's assignment.

Once you have completed your self-evaluation you can download it as a document. This assignment does not require that you submit the self-evaluation.

It can be useful later, after you have received your grade. You can compare it to your instructor's feedback, and see where your self-evaluation was correct and where it was off target.

Course Resources

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[Self-Evaluation Tool](#) | Transcript

### u03a1 - Self and Self-Control

## Overview

Social psychology can help you understand the world around you and answer questions about why people behave the way they do. Why is it so hard to take a chance and go back to school? Why do people start smoking when they know it's bad for them? Why do protests turn violent at times? Being able to apply social psychological theory to personal and professional situations as well as to current events is a skill you need in order to take steps toward that understanding. For this assignment, we will focus on theories dealing with culture and nature and the self.

## Preparation

1. Complete the [Self and Self-Control Case Study](#) media piece if you haven't already or if you would like to make changes to the choices you made. Review the case study you want to focus on and the social psychology theory, behavioral ethics concept, and critical thinking concept you want to use in your paper.
2. If you didn't finish your research last week, use the Capella library to find a scholarly journal article related to the social psychology theory you chose. You are required to use two articles in your paper. The second article should be one of the following:
  - **Duplex Mind:** Hagggar, M. S. (2013). [The multiple pathways by which self-control predicts behavior](https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00849/full). *Frontiers in Psychology*, 4(13). Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2013.00849/full>
  - **Self-Serving Bias:** Sanjuan, P., & Magallares, A. (2014). [Coping strategies as mediating variables between self-serving attributional bias and subjective well-being](#). *Journal of Happiness Studies*, 15(2), 442–453.
  - **Self-Regulation:** Critcher, C. R., & Ferguson, M. J. (2016). "Whether I like it or not, it's important": Implicit importance of means predicts self-regulatory persistence and success. *Journal of Personality and Social Psychology*, 110(6), 818–839.
3. Review the [Self and Self-Control Assignment Template \[DOCX\]](#) you will use to write your paper.
4. Review the [Exemplar Paper \[DOCX\]](#) and the [Exemplar Case Study \[DOCX\]](#) to better understand the expectations for this assignment.

## Instructions

- Summarize the case study.
- Describe credible and scholarly sources, relevant to a particular theory.
- Apply a social psychological theory to a chosen case study.
- Explain how social psychological research studies relate to a particular social psychological theory.
- Apply an ethical reasoning concept to a chosen case study.
- Apply a critical thinking concept to a chosen case study.
- Review the key points.
- Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
- Demonstrate compliance with APA style, citation, and referencing guidelines.

### Self-Evaluation

Complete the self-evaluation in [Take the Self-Evaluation](#) to ensure that you have completed all assignment requirements (ideally at the distinguished level).

Once you have completed your self-evaluation, you can download it as a document. Some assignments require you to submit your self-evaluation along with your assignment, but it is not required for this assignment.

Even if it is not required, your self-evaluation can also be useful later, after you have received your grade. You can compare it to your instructor's feedback, and see where your self-evaluation was correct and where it was off target.

## Additional Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current [APA style guidelines](#).
- **Resources:** Minimum of 2 scholarly or professional resources.
- **Length:** 3–4 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **Template:** Use the [Self and Self-Control Assignment Template \[DOCX\]](#) and include the headings and subheadings as shown in the template to organize your writing. The template is already formatted for 6th edition APA style with title and reference pages, headings and subheadings, in 12-point Times New Roman font, and double-spaced with one inch margins. **Failure to use the template will result in your paper being returned to you for editing, and late penalties will apply.**

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Select credible and scholarly sources in the field of social psychology using information literacy and research skills.**

- Describe credible and scholarly sources, relevant to a particular theory.
- **Competency 2: Apply social psychological theory to topics in the field.**
  - Apply a social psychological theory to a chosen case study.
- **Competency 3: Apply social psychological research to topics in the field.**
  - Explain how social psychological research studies relate to a particular social psychological theory.
- **Competency 4: Apply ethical reasoning to social psychology topics.**
  - Apply an ethical reasoning concept to a chosen case study.
- **Competency 5: Apply critical thinking to social psychology topics.**
  - Apply a critical thinking concept to a chosen case study.
- **Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
  - Demonstrate compliance with APA style, citation, and referencing guidelines.

**Portfolio Prompt:** You may choose to save this learning activity to your ePortfolio.

## Unit 4 >> Thinking and Believing

### Introduction

#### Scenario: Understanding Thoughts

On the shop floor at his job, Mark Tucker is stacking pallets with a forklift. There's a designated roadway for all forklifts, but he drifts out of it a little on his way to park it. When he gets off the forklift, a foreman starts to yell at him. "You better keep that forklift on the roadway or you're going to hurt somebody!" he shouts. At first, Mark is enraged. Then he realizes that the foreman isn't trying to push him around, like people always were in prison. The foreman is scared—he doesn't want anyone getting hurt, and he doesn't want to get blamed if they do.

Research findings tell us that social cognition has the ability to shape and predict behavior. Human behavior depends on meaning, and meaning creates an elaborate system for determining behavior. The more self-knowledge and self-awareness we have, the more intentional we can be about our behavioral choices and the more we can resolve conflicts between ourselves and the social world

### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **What you Need to Know:** Read about social cognition and attitudes and beliefs and their impact on behavior; learn about overconfidence bias and groupthink.
- **Achievement Board:** Track your progress this week by visiting the [Achievement Board](#).

### Learning Activities

#### u04s1 - Activity Overview

### Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

## u04s2 - What You Need to Know

### Social Psychology

In Chapter 5 in your *Social Psychology and Human Nature* text, you will learn about how human thought can influence social behavior. You will also find information about confirmation bias, which is one of the theories that may be evident in a case study for your Thinking, Feeling, and Believing assignment. You will find questions from this chapter in the Week 5 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 5, "Social Cognition," pages 146–183.

In Chapter 7 in your *Social Psychology and Human Nature* text, you will learn about how our attitudes and beliefs affect our behavior. You will also find information about the mere exposure effect, which is one of the theories that may be evident in a case study for your Thinking, Feeling, and Believing assignment. You will find questions from this chapter in the Week 5 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 7, "Attitudes, Beliefs, and Consistency," pages 228–255.

### Behavior Ethics

These resources, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduce you to two new concepts in behavioral ethics and ethical reasoning: overconfidence bias and groupthink. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Overconfidence bias](https://ethicsunwrapped.utexas.edu/video/overconfidence-bias). Retrieved from <https://ethicsunwrapped.utexas.edu/video/overconfidence-bias>
  - The overconfidence bias is our tendency to be more confident in our ability to act ethically than is objectively justified by our abilities and moral character.
- The University of Texas at Austin. (n.d.). [Ethics defined: Groupthink](https://ethicsunwrapped.utexas.edu/glossary/groupthink). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/groupthink>
  - Groupthink occurs when people's desire to maintain group loyalty becomes more important than making the best choices. People often find it hard to think and act independently in group situations.

### Critical Thinking

Paul and Elder break thinking down into eight foundational parts, which provide a model for analyzing argument or reasoning. This resource introduces you to the analytic stage of thinking. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of Thinking: Analytic Stage](#).
  - Read the overview and skim the Elements of Thought. You will continue to explore this concept in future weeks.

## u04d1 - Write Your Discussion Post

What kind of biases or errors in our thinking occur that then affect our behavior? How do humans develop attitudes and beliefs, and how do those attitudes and beliefs affect our behavior? For this week's discussion, select a theory or concept related to the way we think and how we develop attitudes and beliefs that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (e.g., #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### Unit 5 >> Feeling

#### Introduction

#### Scenario: Conflicting Emotions

On several Fridays at the end of his shift, Mark Tucker's co-workers have asked him if he wants to join them for a few beers after work. So far, Mark has not gone, though he always makes up an excuse—he'd love to join them, but the terms of his parole include avoiding alcohol. He feels self-conscious about not being able to drink with them. But he also really wants to join in, because they're good guys and he likes them.

What purpose do our emotions serve us as individuals? How do they help or hinder us in social situations? Our emotions—how we feel—appear to be mostly outside our conscious control, yet they provide valuable feedback that aids in self-understanding and information about our perceptions of the social world. It is important to look at how emotions are both helpful and hurtful in decision making, how we as humans can regulate them, and to what extent our emotions may be manipulated by others.

#### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Quiz:** Complete the Week 5 quiz, which covers content from Weeks 3–5.
- **What you Need to Know:** Dig into the affects of emotion on behavior and the concepts of framing and moral emotions.
- **Plan:** Choose your case study for next week's assignment.
- **Research:** Find scholarly journal articles for next week's assignment.
- **Achievement Board:** Track your progress this week by visiting the [Achievement Board](#).

#### Learning Activities

##### u05s1 - Activity Overviews

#### Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

#### Quiz Overview

This week, you will take your second quiz, which will include questions related to information in Chapters 4, 5, 6, and 7 in your *Social Psychology and Human Nature* text.

##### u05s2 - What You Need to Know

## Social Psychology

Chapter 6 in your *Social Psychology and Human Nature* text explains how our emotions affect our behavior, either consciously or unconsciously. You will find questions from this chapter in the Week 5 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 6, "Emotion and Affect," pages 184–226.

## Behavior Ethics

These resources, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduce you to two new concepts in behavioral ethics and ethical reasoning: framing and moral emotions. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Framing](https://ethicsunwrapped.utexas.edu/video/framing). Retrieved from <https://ethicsunwrapped.utexas.edu/video/framing>
  - A frame of reference, or point of view, refers to the way we look at a given situation. How a person views that situation can affect their understanding of the facts and influence how they determine right from wrong.
- The University of Texas at Austin. (n.d.). [Ethics defined: Moral emotions](https://ethicsunwrapped.utexas.edu/glossary/moral-emotions). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/moral-emotions>
  - Emotions—that is to say feelings and intuitions—play a major role in most of the ethical decisions people make. Most people do not realize how much their emotions direct their moral choices. But experts think it is impossible to make any important moral judgments without emotions.

## Critical Thinking

This resource explores two of the foundational parts for analyzing argument or reasoning in Paul and Elder's critical thinking model. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of Thinking: Analytic Stage](#).
  - Review the Point of View and Information sections.

### u05d1 - Write Your Discussion Post

This week, we read about emotions and how emotions affect our relationships, our behavior, and decision making. Have you ever been so angry that you said something you regretted? What is emotional intelligence? For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (e.g., #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

### u05q1 - Quiz

Are you familiar with the different factors involved in effective self-regulation? Can you identify the elements that distinguish automatic from deliberate processes in social cognition? Do emotions differ across gender and culture? This quiz will test your understanding of the concepts, theories, and information presented in the course during Weeks 3, 4, and 5, with particular focus on Chapters 4, 5, 6, and 7 in your *Social Psychology and Human Nature* text.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central Time.
- You may only take the quiz once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

### u05s3 - Plan: Choose your Case Study for Next Week's Assignment

Now that you have explored social psychological theory related to social cognition, beliefs, and emotions, and a number of behavioral ethics and critical thinking concepts, you need to make choices regarding what to focus on for your assignment. The [Thinking, Feeling, and Believing Case Studies](#) media piece walks you through these choices.

### u05s4 - Research: Find Articles for Next Week's Assignment

In your assignment for next week, you are required to use two articles related to the theory you are applying to your chosen case study. We have found one article related to each theory for you. Use the Capella library to find a second scholarly journal article related to the social psychology theory you chose. Use the [Introduction to Social Psychology Library Guide](#) to help you navigate the different databases in the Capella library. Spend some time this week reading the article provided to you and finding and reading your second article.

Confirmation Bias

- Rajsic, J., Wilson, D. E., & Pratt, J. (2015). [Confirmation bias in visual search](#). *Journal of Experimental Psychology*, 41(5), 1353–1364.

Mere Exposure Effect

- Montoya, R. M., Horton, R. S., Vevea, J. L., Citkovicz, M., & Lauber, E. A. (2017). [A re-examination of the mere exposure effect: The influence of repeated exposure on recognition, familiarity, and liking](#). *Psychological Bulletin*, 143(5), 459–498.

Halo Effect

- Bradley, S. W., Roberts, J. A., & Bradley, P. W. (2019). [Experimental evidence of observed social media status cues on perceived likability](#). *Psychology of Popular Media Culture*, 8(1), 41–51.

## Introduction

### Scenario: Using Social Influence

Leaving the breakroom one day, Mark Tucker sees his boss, Nathan, and one of the front desk staff members, Tamika, talking together. Mark knows that Tamika doesn't like Nathan very much, and it looks to Mark like Nathan is hitting on her. Should Mark do something, even if it's just to walk up and give Tamika a way out of the situation? He thinks of this MeToo movement he's heard about and all the stories of women getting harassed at their work, and decides he should try and help Tamika out.

As social and cultural animals we are often influenced by others, sometimes to fit in and sometimes to do the right thing. This is a normal part of our daily social behavior. And because we are affected by social influence, we are also open to influential messages by marketers, politicians, and others who want to persuade us to behave in certain ways. Social psychology offers us many insights into social influence and persuasion techniques that affect human social behavior.

### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Assignment:** Complete your Thinking, Feeling, and Believing assignment.
- **What you Need to Know:** Read about social influence and persuasion as well as conformity bias and rationalization.
- **Prepare:** Review support information for this week's assignment.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

## Learning Activities

### u06s1 - Activity Overviews

### Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

### Assignment Overview

For your assignment this week, select one of three provided case studies and write a 3–4 page paper applying theories and concepts from social psychology, behavioral ethics, and critical thinking to the case study.

### u06s2 - What You Need to Know

## Social Psychology

Chapter 8 in your *Social Psychology and Human Nature* text contains information about how we can influence the behavior of others and how they can influence us. You will also find information about the halo effect, which is one of the theories that may be evident in a case study for your Thinking, Feeling, and Believing assignment. You will find questions from this chapter in the Week 7 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 8, "Social Influence and Persuasion," pages 256–289.

## Behavior Ethics

These resources, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduce you to two new concepts in behavioral ethics and ethical reasoning: conformity bias and rationalizations. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Conformity bias](https://ethicsunwrapped.utexas.edu/video/conformity-bias). Retrieved from <https://ethicsunwrapped.utexas.edu/video/conformity-bias>
  - The conformity bias is the tendency people have to behave like those around them rather than using their own personal judgment.
- The University of Texas at Austin. (n.d.). [Ethics defined: Rationalizations](https://ethicsunwrapped.utexas.edu/glossary/rationalizations). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/rationalizations>
  - Rationalizations are invented explanations that hide or deny true motivations, causes, or actions. They are the excuses people give themselves for not living up to their own ethical standards.

## Critical Thinking

Sociocentric thinking is the tendency to view the world through the eyes of a particular social group with which one is affiliated. These resources provide an introduction to this concept. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of the Thinker: Sociocentric Thinking](#).
  - This resource provides a brief overview of the concept of sociocentric tendencies.
- Westside Toastmasters. (n.d.). [Chapter 11: Monitoring your sociocentric tendencies](https://westsidetoastmasters.com/resources/thinking_tools/ch11.html). Retrieved from [https://westsidetoastmasters.com/resources/thinking\\_tools/ch11.html](https://westsidetoastmasters.com/resources/thinking_tools/ch11.html)
  - This resource provides a more in-depth explanation of sociocentric tendencies.

### u06d1 - Write Your Discussion Post

Have you ever "gone along with the crowd" when making decisions about where to eat or what movie to see, in order to fit in and get along with others? Have you ever followed others because you thought they knew more than you did, perhaps in an unfamiliar situation or an emergency? Welcome to social influence! For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (e.g., #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u06s3 - Prepare: Review Support Information for This Week's Assignment

To help you successfully complete your assignment this week, watch the video and review the documents provided here.

- Watch the [Written Assignment Success Video](#) presentation to learn tips and advice from the faculty regarding this assignment.
- Review the [Thinking, Feeling, and Believing Assignment Template \[DOCX\]](#). You will need to use this template when writing your paper.
- Review the [Exemplar Paper \[DOCX\]](#) and the [Exemplar Case Study \[DOCX\]](#). While this exemplar does not use the same case studies you have been provided, it will help you understand how to complete your paper.

## u06a1 - Thinking, Feeling, and Believing

### Overview

This week, you will be writing a paper in which you apply theories and concepts from social psychology related to biases in our thinking, the development of our beliefs, and social influence. You will also be required to apply behavioral ethics and critical thinking concepts.

### Preparation

1. Complete the [Thinking, Feeling, and Believing Case Studies](#) media piece if you haven't already or if you would like to make changes to the choices you made. Review the case study you want to focus on and the social psychology theory, behavioral ethics concept, and critical thinking concept you want to use in your paper.
2. If you didn't finish your research last week, use the Capella library to find a scholarly journal article related to the social psychology theory you chose. You are required to use two articles in your paper. The second article should be one of the following:
  - **Confirmation Bias:** Rajsic, J., Wilson, D. E., & Pratt, J. (2015). [Confirmation bias in visual search](#). *Journal of Experimental Psychology*, 41(5), 1353–1364.
  - **Mere Exposure Effect:** Montoya, R. M., Horton, R. S., Vevea, J. L., Citkovicz, M., & Lauber, E. A. (2017). [A re-examination of the mere exposure effect: The influence of repeated exposure on recognition, familiarity, and liking](#). *Psychological Bulletin*, 143(5), 459–498.
  - **Halo Effect:** Bradley, S. W., Roberts, J. A., & Bradley, P. W. (2019). [Experimental evidence of observed social media status cues on perceived likability](#). *Psychology of Popular Media Culture*, 8(1), 41–51.
3. Review the [Thinking, Feeling, and Believing Assignment Template \[DOCX\]](#) you will use to write your paper.

### Instructions

- Summarize the case study.
- Describe credible and scholarly sources, relevant to a particular theory.
- Apply a social psychological theory to a chosen case study.
- Explain how social psychological research studies relate to a particular social psychological theory.
- Apply an ethical reasoning concept to a chosen case study.
- Apply a critical thinking concept to a chosen case study.
- Review the key points.
- Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
- Demonstrate compliance with APA style, citation, and referencing guidelines.

### Additional Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current [APA style guidelines](#).
- **Resources:** Minimum of 2 scholarly or professional resources.
- **Length:** 3–4 double-spaced pages, in addition to the title page and reference page.
- **Font and font size:** Times New Roman, 12 point.
- **Template:** Use the [Thinking, Feeling, and Believing Assignment Template \[DOCX\]](#), and include the headings and subheadings as shown in the template to organize your writing. The template is already formatted for 6th edition APA style with title and reference pages, headings and subheadings, in 12-point Times New Roman font, and double-spaced with one inch margins. **Failure to use the template will result in your paper being returned to you for editing, and late penalties will apply.**

### Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 1: Select credible and scholarly sources in the field of social psychology using information literacy and research skills.**
  - Describe credible and scholarly sources, relevant to a particular theory.
- **Competency 2: Apply social psychological theory to topics in the field.**

- Apply a social psychological theory to a chosen case study.
- **Competency 3: Apply social psychological research to topics in the field.**
  - Explain how social psychological research studies relate to a particular social psychological theory.
- **Competency 4: Apply ethical reasoning to social psychology topics.**
  - Apply an ethical reasoning concept to a chosen case study.
- **Competency 5: Apply critical thinking to social psychology topics.**
  - Apply a critical thinking concept to a chosen case study.
- **Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
  - Demonstrate compliance with APA style, citation, and referencing guidelines.

**Portfolio Prompt:** You may choose to save this learning activity to your ePortfolio.

## Unit 7 >> Being Good and Bad

### Introduction

#### Scenario: Angel and Devil

At Mark's job, everybody knows the accountant, Mike. Mike is a big, friendly, likable guy, and just about everybody likes him. But one day, an announcement is made that Mike is no longer with the company. When Mark and other employees who liked Mike a lot ask why, they're told that Mike has been fired for embezzling from the company for almost three years.

Prosocial behavior is doing what's best for others and involves being fair, respectful, cooperative, forgiving, and sometimes obedient and conforming. It enables us to get along with others, to build trust, and to learn to like and love others. Antisocial behavior is behavior that either damages interpersonal relationships or is culturally undesirable, and it can even involve aggressive or criminal behavior. Sadly, antisocial and criminal behavior often get much more attention than do prosocial acts of kindness and reciprocation. Everyone has a little angel and a little devil in them.

### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Quiz:** Complete the Week 7 quiz, which covers content from Weeks 6 and 7.
- **What you Need to Know:** Learn about prosocial behavior, aggression, and antisocial behavior; look into ethical concepts of morals and moral awareness.
- **Prepare:** Review best practices for creating PowerPoint presentations.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

### Learning Activities

#### u07s1 - Activity Overviews

### Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

### Quiz Overview

This week, you will take your third quiz, which will include questions related to information in Chapters 8, 9, and 10 in your *Social Psychology and Human Nature* text.

## u07s2 - What You Need to Know

### Social Psychology

Chapter 9 in your *Social Psychology and Human Nature* text contains information about why people do things that benefit others and help their culture and society to operate successfully. You will also find information about reciprocity, which is one of the theories that may be evident in a case study for your Good, Bad, and Loving assignment. You will find questions from this chapter in the Week 7 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 9, "Prosocial Behavior: Doing What's Best for Others," pages 290–329.

Chapter 10 in your *Social Psychology and Human Nature* text explains why people do things that damage interpersonal relations or are culturally undesirable. You will find questions from this chapter in the Week 7 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 10, "Aggression and Antisocial Behavior," pages 330–368.

### Behavior Ethics

These resources, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduce you to two new concepts in behavioral ethics and ethical reasoning: moral awareness and morals. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Being your best self, part 1: Moral awareness](https://ethicsunwrapped.utexas.edu/video/best-self-part-1-moral-awareness). Retrieved from <https://ethicsunwrapped.utexas.edu/video/best-self-part-1-moral-awareness>
  - Moral awareness is the ability to detect and appreciate the ethical aspects of a decision that one must make.
- The University of Texas at Austin. (n.d.). [Ethics defined: Morals](https://ethicsunwrapped.utexas.edu/glossary/morals). Retrieved from <https://ethicsunwrapped.utexas.edu/glossary/morals>
  - Morals are the prevailing standards of behavior that enable people to live cooperatively in groups. "Moral" refers to what societies sanction as right and acceptable.

### Critical Thinking

This resource provides an introduction to the intellectual traits that comprise a disposition toward skillful critical thinking. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of the Thinker: Traits of the Mind](#).

## u07d1 - Write Your Discussion Post

What motivates people to help others? Is it self-interest or altruism? Conversely, why do people act aggressively toward others? For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (for example, #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u07q1 - Quiz

Are you familiar with different techniques of social influence? Do you understand what motivates people to help others? Do you know what causes aggression in people? This quiz will test your understanding of the concepts, theories, and information presented in the course during Weeks 6 and 7, with particular focus on Chapters 8, 9, and 10 in your *Social Psychology and Human Nature* text.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central Time.
- You may only take the quiz once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

### u07s3 - Prepare: Review Support Information for the Assignment in Week 9

For your assignment in Week 9, you will create a slideshow with the information you gather, instead of a paper. To prepare for your assignment, spend some time this week reviewing the slideshow best practices provided in [Guidelines for Effective PowerPoint Presentations](#).

**Note:** If you need help with creating a PowerPoint in either Windows or Mac, visit the **Tools and Resources** page.

## Unit 8 >> Attraction

### Introduction

#### Scenario: Fear of Rejection

Mark Tucker has been keeping to himself, trying to adjust to his post-prison life. But he's getting a bit lonely. One day in the breakroom, a co-worker mentions that he's going out tonight with some friends—and there will be single ladies there. Should Mark go along? But how long before he has to explain his prison record? But wouldn't it be nice to date again?

What causes people to be drawn to one another? What happens when one experiences rejection? Human beings are wired for relationships. Unlike some species that do not organize socially, such as koalas and jaguars, humans need relationships. We are what Baumeister and Bushman (2017) refer

to as "cultural animals," immersing ourselves within social groups. Humans engage in relationships of all kinds from family to acquaintances and friends to romantic partners. We all have a need to belong.

#### Reference

Baumeister, R. F., & Bushman, B. J. (2017). *Social psychology and human nature* (4th ed.). Boston, MA: Cengage.

## To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **What you Need to Know:** Read about concepts of interpersonal attraction and rejection; learn about causing harm as it relates to behavior ethics; practice skills in critical thinking, considering the traits of the mind.
- **Plan:** Choose your case study for next week's assignment.
- **Research:** Find scholarly journal articles for next week's assignment.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

## Learning Activities

### u08s1 - Activity Overview

## Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

### u08s2 - What You Need to Know

## Social Psychology

In Chapter 11 in your *Social Psychology and Human Nature* text, you will learn about how our behavior influences our social acceptance or rejection. You will also find information about unrequited love, which is one of the theories that may be evident in a case study for your Good, Bad, and Loving assignment. You will find questions from this chapter in the Week 9 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 11, "Interpersonal Attraction and Rejection," pages 370–401.

## Behavior Ethics

This resource, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduces you to a new concept in behavioral ethics and ethical reasoning: causing harm. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Causing harm](#). Retrieved from <https://ethicsunwrapped.utexas.edu/video/causing-harm>
  - Causing harm explores the different types of harm that may be caused to people or groups and the potential reasons we may have for justifying these harms.

## Critical Thinking

You spent some time exploring this resource last week. For this week, focus on the Confidence in Reason trait. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of the Thinker: Traits of the Mind](#).

### u08d1 - Write Your Discussion Post

What makes someone feel lonely? Why is it important for people to feel a sense of belonging? Your readings this week explore what kinds of behaviors and conditions lead to social acceptance and what kinds lead to rejection. For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (for example, #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u08s3 - Plan: Choose your Case Study for Next Week's Assignment

During the past few weeks, we have explored social psychological theory related to the prosocial behavior, aggression, and attraction and rejection. We have also learned about a number of behavioral ethics and critical thinking concepts. This week, you need to make choices regarding what to focus on for your assignment. [The Good, Bad, and Loving Case Studies](#) media piece walks you through these choices.

### u08s4 - Research: Find Articles for Next Week's Assignment

In your assignment for next week, you are required to use two articles related to the theory you are applying to your chosen case study. We have found one article related to each theory for you. Use the Capella library to find a second scholarly journal article related to the social psychology theory you chose. Use the [Introduction to Social Psychology Library Guide](#) to help you navigate the different databases in the Capella library. Spend some time this week reading the article provided to you and finding and reading your second article.

Reciprocity

- Mahmoodi, A., Bahrami, B., & Mehring, C. (2018). [Reciprocity of social influence](#). *Nature Communications*, 9(1), 1–9.

Unrequited Love

- Bamford, R. (2015). [Unrequited: Neurochemical enhancement of love](#). *Cambridge Quarterly of Healthcare Ethics*, 24(3), 355–360.

Social Exchange Theory

- Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). [The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships](#). *Journal of Family Psychology*, 30(7), 822–831.

## Unit 9 >> Loving

### Introduction

#### Scenario: Maintaining Relationships

Out with his work friends one night, Mark meets Marjan, a woman his age who was born in India but moved to the U.S. at age four. Mark likes Marjan immediately, and by the end of the evening, he's thinking about how he can ask her out for a date. It makes him think of his parents, who divorced when he was seven. What if he and Marjan don't get along, like his mother and father? Does he even know how to be in a relationship?

Psychologist John Gottman made history in 1999 when he published an influential research paper describing how he and his team at the University of Washington were able to successfully predict future divorce in newlyweds after only three minutes of analysis of a marital conflict discussion. His research unlocked some of the mysteries of how loving relationships stay together and how they tend to come apart. Loving is important for peaceful, long-term relationships and family stability, and the good news is we can learn what to do and what not to do to sustain loving relationships.

#### Reference

Carrere, S., & Gottman, J. M. (1999). Predicting divorce among newlyweds from the first three minutes of a marital conflict discussion. *Family Process*, 38(3), 293–301.

### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Assignment:** Complete your Good, Bad, and Loving assignment.
- **What you Need to Know:** Read about behavior in close, intimate relationships; learn about systematic moral analysis; apply the fair-mindedness trait in your application of critical thinking skills.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

### Learning Activities

#### u09s1 - Activity Overviews

#### Discussion Overview

Using your readings and other resources, create your pin on Yellowdig and read and comment on your classmates' pins. Be sure to choose a different conversation starter to focus on this week.

#### Assignment Overview

For your assignment this week, select one of three provided case studies and create a slideshow applying theories and concepts from social psychology, behavioral ethics, and critical thinking to the case study.

#### u09s2 - What You Need to Know

### Social Psychology

In Chapter 12 in your *Social Psychology and Human Nature* text, you will learn about how our behavior influences our ability to maintain close relationships and intimacy. You will also find information about the social exchange theory, which is one of the theories that may be evident in a case

study for your Good, Bad, and Loving assignment. You will find questions from this chapter in the Week 9 quiz, and you may choose to include concepts from this chapter in your discussion.

- Chapter 12, "Close Relationships: Passion, Intimacy, and Sexuality," pages 402–445.

## Behavior Ethics

This resource, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, introduces you to a new concept in behavioral ethics and ethical reasoning: systematic moral analysis. You will be asked to identify and apply elements of ethical reasoning in your written assignments, and you are encouraged to consider elements of behavioral ethics as a possible topic for your discussion post.

- The University of Texas at Austin. (n.d.). [Concepts unwrapped: Systematic moral analysis](https://ethicsunwrapped.utexas.edu/video/systematic-moral-analysis). Retrieved from <https://ethicsunwrapped.utexas.edu/video/systematic-moral-analysis>
  - Systematic moral analysis is a tool that helps us to think through ethically complex situation.

## Critical Thinking

You spent some time exploring this resource the past couple of weeks. For this week, focus on the Fair-Mindedness trait. You will be asked to identify and apply elements of critical thinking in your written assignments, and you are encouraged to consider elements of critical thinking as a possible topic for your discussion post.

- [Qualities of the Thinker: Traits of the Mind](#).

### u09d1 - Write Your Discussion Post

In your personal life which relationships are the strongest? Your readings this week explore what kinds of behaviors lead to attachment and intimacy. With this in mind, what do you think makes for a long-lasting, close relationship? For this week's discussion, select a theory or concept that you found particularly interesting, illuminating, or insightful.

- What interested you about this theory or concept?
- How does it play a role in your personal or professional life?
- How do you see it applied in the world around you or in current events?

When posting your discussion be sure to include the following:

- Label the theory or concept with a hashtag (for example, #duplexmind) so that others can sort posts by theory.
- Include links to credible or scholarly articles, videos, images, or other web resources. These resources could be used to support your post or provide examples of an application of the theory you chose.
- You may also choose to create a slide show or use audio or video as your discussion post.

Keep in mind, your goal is to enthusiastically share something you've learned with your peers, apply it to real life, and make your Yellowdig pin (post) informative, attractive, and engaging to your readers. You may discover that readers are not attracted to reading a lot of text. So be creative!

## Responses

As you respond to your classmates, share your thoughts on their theory or concept. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u09a1 - Good, Bad, and Loving

## Overview

This week, you will be creating a PowerPoint presentation in which you apply theories and concepts from social psychology related to prosocial behavior, rejection, and close relationships. You will also be required to apply behavioral ethics and critical thinking concepts.

**Note:** If you need help with creating a PowerPoint in either Windows or Mac, visit **Tools and Resources**.

## Preparation

1. Complete the [Good, Bad, and Loving Case Studies](#) media piece if you haven't already or if you would like to make changes to the choices you made. Review the case study you want to focus on and the social psychology theory, behavioral ethics concept, and critical thinking concept you want to use in your presentation.
2. If you didn't finish your research last week, use the Capella library to find a scholarly journal article related to the social psychology theory you chose. You are required to use two articles in your slideshow. The second article should be one of the following:
  - **Reciprocity:** Mahmoodi, A., Bahrami, B., & Mehring, C. (2018). [Reciprocity of social influence](#). *Nature Communications*, 9(1), 1–9.
  - **Unrequited Love:** Bamford, R. (2015). [Unrequited: Neurochemical enhancement of love](#). *Cambridge Quarterly of Healthcare Ethics*, 24(3), 355–360.
  - **Social Exchange Theory:** Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). [The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships](#). *Journal of Family Psychology*, 30(7), 822–831.

## Instructions

Create a PowerPoint. Be sure to use the Notes area to provide further explanation of each of your slides. In your presentation, include the following:

- Summarize the case study (1 slide).
- Describe credible and scholarly sources, relevant to a particular theory (1–2 slides).
- Apply a social psychological theory to a chosen case study (2–3 slides).
- Explain how social psychological research studies relate to a particular social psychological theory (2–3 slides).
- Apply an ethical reasoning concept to a chosen case study (2–3 slides).
- Apply a critical thinking concept to a chosen case study (2–3 slides).
- Conclusion (1 slide).
- Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
- Demonstrate compliance with APA style, citation, and referencing guidelines.

## Additional Requirements

- **Written communication:** Should be free of errors that detract from the overall message.
- **APA formatting:** References and citations are formatted according to current [APA style guidelines](#).
- **Resources:** Minimum of 2 scholarly or professional resources.
- **Length:** Minimum of 11 slides plus a title slide and a reference slide.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assessment criteria:

- **Competency 1: Select credible and scholarly sources in the field of social psychology using information literacy and research skills.**
  - Describe credible and scholarly sources, relevant to a particular theory.
- **Competency 2: Apply social psychological theory to topics in the field.**
  - Apply a social psychological theory to a chosen case study.
- **Competency 3: Apply social psychological research to topics in the field.**
  - Explain how social psychological research studies relate to a particular social psychological theory.
- **Competency 4: Apply ethical reasoning to social psychology topics.**
  - Apply an ethical reasoning concept to a chosen case study.
- **Competency 5: Apply critical thinking to social psychology topics.**
  - Apply a critical thinking concept to a chosen case study.
- **Competency 6: Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.**
  - Demonstrate an academic writing style through well-organized prose that follows assignment guidelines.
  - Demonstrate compliance with APA style, citation, and referencing guidelines.

**Portfolio Prompt:** You may choose to save this learning activity to your ePortfolio.

## Unit 10 >> Reflections

### Introduction

#### Scenario: Reflection and Learning

Mark Tucker has been in his new job for a year. He and Marjan have started dating, and he's even reestablished contact with his father, whom he hadn't seen since he was 14. One day as he wakes up, he looks back on the events of the last three years. "Boy, I was a mess for while there," he says to himself. "I think I've grown up a lot, or at least I hope so. I wonder if I could help other guys like me figure out how to change their lives when they get out of the joint?"

John Dewey said, "We do not learn from experience...we learn from reflecting on experience." Learning theorists believe that deep learning, that is, learning for real comprehension and understanding, comes from a process of having an educational experience that is personally or professionally relevant and that engages our emotions, and then reflecting on that experience to develop personal or professional meaning. This week you have that opportunity to achieve some deep learning by following this reflection process and sharing your final thinking about what you have learned in this course. Sharing meaningful reflections in our final discussion will help secure your comprehension of course content, and your reflections may serve as valuable stories to help your peers better comprehend their educational experience in this course.

### To-Do List

- **Discussion:** Participate in the discussion board in Yellowdig.
- **Quiz:** Complete the Week 10 quiz, which covers content from Weeks 8–10.
- **What you Need to Know:** Reflect on concepts related to social psychology and professional ethics; self-evaluate your critical thinking skills.
- **Achievement Board:** Track your progress this week by visiting the Achievement Board.

### Learning Activities

#### u10s1 - Activity Overviews

### Discussion Overview

Reflect on what you've learned in this course and share your thoughts in your discussion this week. Read and comment on your classmates' pins as well.

### Quiz Overview

This week, you will take your fourth quiz, which will include questions related to information in Chapters 11 and 12 in your *Social Psychology and Human Nature* text.

#### u10s2 - What You Need to Know

### Social Psychology

No readings from the textbook are necessary in this final week. To get the most out of the reflection experience, set aside some time to reflect on your experience in this course to deepen your learning and help your peers better understand and apply their learning experience.

## Behavior Ethics

Professionals often need to apply moral reasoning to their interactions with co-workers, clients, and the general public. This resource, courtesy of [Ethics Unwrapped](#), The University of Texas at Austin, offers insights that apply to a wide range of professionals as they seek to develop standards of ethical behavior in their careers.

- The University of Texas at Austin. (n.d.). [Ethics unwrapped: Professional ethics](#). Retrieved from <https://ethicsunwrapped.utexas.edu/subject-area/professional-ethics>

## Critical Thinking

Compare your results from this assessment with the assessment you completed at the beginning of the course to see where your critical thinking may have become stronger, as well as areas where you will need further development. It is important to remember that developing your critical thinking is a lifelong pursuit.

- [What Stage of Thought Are You In?](#)

### u10d1 - Write Your Discussion Post

This week you have the opportunity to achieve some deep learning by following a reflection process and sharing your final thinking about what you have learned in this course. Sharing meaningful reflections in our final discussion will help secure your comprehension of course content, and your reflections may serve as valuable stories to help your peers better comprehend their educational experience in this course. For this week's discussion, share your course reflections. Some questions you may consider answering include:

- What were some of the most interesting discoveries I made about social psychology, about myself, or about others, during this course?
- What were some of my most challenging moments and what made them so challenging?
- What were some of my most powerful learning moments or experiences and what made them so powerful?
- What is the most important thing I learned personally or professionally?

## Responses

As you respond to your classmates, share your thoughts on their reflections. How have your personal or professional experiences resonated with their ideas? What can you add to their ideas, building upon the connections you have made?

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u10q1 - Quiz

Are you familiar with different variables involved in attraction or the effects of rejection? Can you name the four styles of attachment? This quiz will test your understanding of the concepts, theories, and information presented in the course during Weeks 8 and 9, with particular focus on Chapters 11 and 12 in your *Social Psychology and Human Nature* text.

Please carefully read the following instructions before beginning the quiz:

- You must complete and submit the quiz by Sunday at 11:59 p.m. Central Time.
- You may only take the quiz once.
- This quiz is not timed, but once you submit the quiz, you may not go back and change any of your responses.
- Your score is automatically recorded in the instructor's grade book upon completion of the quiz.
- Your score and the correct answers will be accessible to you after you have completed the quiz and your score is recorded.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.