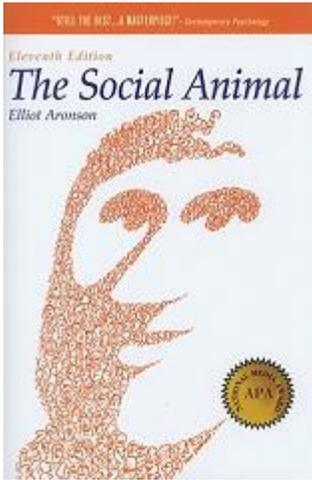


	Central Christian College of Kansas
Title:	Social Psychology
Credits:	3
Prerequisites:	No
Description:	<p>Whether or not you realize it, you already are an amateur social psychologist. That is right! From the moment you were born, you have been preparing to take this course. In fact, you probably have a number of your own latent theories of why people behave the way they do. Our task, over the next 6 weeks, is to bring the wealth of our experience and knowledge together and test our theories against the rigors of scientific investigation.</p> <p>Through this course, you will develop a broader understanding of how behavior is influenced by our social environment. You will be given the opportunity to study human behavior through a scientific approach, which can provide insights into the causes of social phenomenon. This course will introduce you to the main theories and topics associated with modern social psychology, including: Conformity, Obedience, Mass Media and Persuasion, Social Cognition, Attribution, Attachment, Self-Justification, Cognitive Dissonance, Aggression and Violence, Prejudice, Altruism, Relationships, Conflict and Peacemaking, and Research Methods related to the field of Social Psychology.</p>

At the end of the course, you will be able to:

- negotiate the behavior of other people, particularly those from diverse groups and social categories to which you does not belong.
- summarize the forces that create group differences in patterns of social behavior.
- clarify ways in which the sexes are different and suggest biological or cultural roots of those differences.
- defend the limitations of generalizing psychological research to all groups or individuals.
- discuss ethical implications of research from a historical and futuristic perspective.
- create informed predictions concerning human behavior.
- recognize and articulate factors that influence aggression and propose ways to reduce aggression both personally and globally.



Aronson, E. (2011). *The social animal*. (11th edition). New York, NY: Worth Publishers.

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The creators and facilitator for this class would like to thank and recognize the folks at Worth Publishing and MacMillian Press for the production of the Instructor's Manual associated with this text. Portions of that manual have been included in the modules as text.

Topic	Readings	Assignments
Social Psychology & Conformity	<i>The Social Animal</i> Chapter 1 Chapter 2	Plagiarism Certification Pre-Test Discuss 1 Discuss 2 Apply Wk1 Evaluation
Topic	Readings	Assignments
Persuasion	<i>The Social Animal</i> Chapter 3	Discuss 1 Discuss 2 Apply Wk2 Evaluation
Topic	Readings	Assignments
The Social Self	<i>The Social Animal</i> Chapter 4	Discuss 1 Discuss 2 Apply Wk3 Evaluation
Topic	Readings	Assignments
Justifying Self	<i>The Social Animal</i>	Discuss 1 Discuss 2

	Chapter 5	Apply Wk4 Evaluation
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Topic	Readings	Assignments
Aggression & Prejudice	<i>The Social Animal</i> Chapter 6 Chapter 7	Discuss 1 Discuss 2 Apply Wk5 Evaluation

Topic	Readings	Assignments
Liking & Loving	<i>The Social Animal</i> Chapter 8	Discuss 1 Discuss 2 Apply Final Project Wk6 Evaluation Post-Test

Assessments Number Points Each Total

Discussion	12	25	300
Application Assignments:	6	50	300
Evaluations	6	30	180
Pre-test	1	5	5
Post-test	1	5	5
Final Project	1	100	100
Total			990

Students are expected to post in the discussion board a minimum of three separate posts and three separate post dates per discussion thread. The three posts for each thread must include:

- One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
- Two "follow up" post in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

Initial Response (Standard Posting Requirements)

0 Points	1-2 Points	3-4 Points	5 Points
No initial response posted.	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).

Initial Response (Quality of Content)

0 Points	1-2 Points	3-4 Points	5 Points
Response is irrelevant to the question and does not add to the intent of the discussion.	Response addresses the question, but lacks depth or goes off topic.	Response addresses the question, though greater reflection or development of thought would be helpful.	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.

Follow-Up Posts

0 Points	1-2 Points	3-4 Points	5 Points
No follow-up posts made.	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.

Mechanics

0 Points	1-2 Points	3-4 Points	5 Points
Posts lack any organization and/or contain multiple errors in spelling or mechanics.	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.	Posts could benefit by a bit more organization and attention to mechanical details.	Posts are clear and formatted in a way that is easy to read, free from

0 Points

1-2 Points

3-4 Points

5 Points

			spelling and mechanical errors.
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Frequency of Participation

0 Points

1-2 Points

3-4 Points

5 Points

No participation in discussion.	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.
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There are 6 application assignments in this course. These are designed so you apply the knowledge and skills you learn during the week.

Introduction

Absent

Needs Improvement

Proficient

There is no introduction to the paper. <i>(0 points)</i>	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. <i>(5 points)</i>	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. <i>(7 points)</i>
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Body (Use of Course Terms and Concepts)

Absent

Needs Improvement

Proficient

No course terms and concepts were used. <i>(0 points)</i>	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. <i>(15 points)</i>	All of the relevant course terms and concepts were present and used appropriately in the discussion. <i>(20 points)</i>
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Conclusion

Absent

Needs Improvement

Proficient

There is no conclusion to the paper. <i>(0 points)</i> .	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. <i>(6 points)</i>	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. <i>(8 points)</i>
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Writing Mechanics (e.g. Spelling, Grammar, etc.)

Absent

Needs Improvement

Proficient

The paper had severe problems with spelling, grammar, etc. errors. (0 points)	The paper had some spelling, grammar, etc. errors. (3 points).	The paper had very minimal spelling, grammar, etc. errors. (5 points).
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Format (e.g., length, font size, margins, in-text citations and reference list in APA style)

Absent**Needs Improvement****Proficient**

The paper did not meet the minimum format requirements. (0 points)	The paper met some of the format requirements. (7 points)	The paper met all format requirements. (10 points)
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Pre/Post-Tests

There is a pre and a post-test in this course. The pre-test is scheduled for the first week of classes. The post test is scheduled for the last week of classes. While the actual score for both the pre and the post-test do not get configured into your grade, you will earn 10 participation points for the submission of each. The pre and post tests should be taken seriously as they provide important feedback on your learning outcomes. This information is used to continuously improve the course.

Weekly Evaluations

There are six weekly evaluations in this course - one each week. The evaluations will cover the knowledge and skills discussed in the course.

Final Project

Your final submission for this course will be a film analysis paper, which will challenge you to apply the concepts and theories learned in this course to a selected film. The assignment details are in the following tab below.

This course does require the completion of a final assignment, which is due at the close of the last week of class. It would be wise for the student to read through the assignment to become familiar with the nature of the assignment and to project the time needed to complete it.

Objective: The objective of this assignment is to demonstrate the student's ability to apply concepts learned through the course.

Description: Students will produce a 5-10 page paper, following standard APA guidelines, identifying themes studied in this course. To accomplish this, the student will choose a film, either as listed or with approval of the facilitator, and analyze the film from a social psychological perspective.

A typical paper might include:

1. 1 Page: Introduction, defining social psychology and a description of its role in within the field of psychology.
2. 1 Page: Discussion of the film chosen and a brief overview of the themes the paper will address
3. 6-7 Pages: Social Psychology themes in the film, including definitions and cited sources. Each theme should be followed by specific examples in the film that illustrate this theme.
4. 1-2 Pages: Conclusion

Students will want to enhance their grade by including specific references or quotes from scholarly sources. Many students miss the opportunity to enrich their grade through this means.

This is a brief, albeit, dated list of films. If you have an idea, be sure to talk with your facilitator.

Willy Wonka and the Chocolate Factory

Issues dealing with prejudice, discrimination, attitudes, attitude change, person perception, self, social influence, helping behavior, empirical methods, parenting styles commentary, competition

Lord of the Rings

Issues dealing with attitudes, violence, deception, compliance, obedience, person perception, self, altruism, interpersonal attraction, personal relationships, helping behavior, aggression

Footloose

Issues dealing with prejudice, discrimination, attitudes, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships

The Breakfast Club

Issues dealing with prejudice, discrimination, attitudes, violence, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, social facilitation

Titanic

Issues dealing with prejudice, discrimination, attitudes, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, competition

What about Bob ?

Issues dealing with prejudice, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, personal relationships, helping behavior

Braveheart

Issues dealing with prejudice, discrimination, attitudes, violence, compliance, conformity, obedience, person perception, self, personal relationships, helping behavior, aggression

Forrest Gump

Issues dealing with optimism, discrimination, attitudes, deception, compliance, obedience, attitude change, person perception, self, interpersonal attraction, personal relationships, helping behavior

Saving Private Ryan

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Schindler's List

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Beauty and the Beast

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

The Shawshank Redemption

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Clueless

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Dumb and Dumber

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Silence of the Lambs

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

The Fugitive

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Toy Story

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Monsters Inc.

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Matrix

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Chicken Run

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Shrek

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behavior, aggression

Cast Away

Issues dealing with social cognition, self, attitudes and attitude change

Remember the Titans

Addresses social cognition, person perception, attitude change, prejudice, interpersonal attraction, group behavior

Document Type:		MS Word
Paper Size:		8.5 X 11"

Length:		5-10 pages (not including cover and reference pages)
Margins:		1"
Font:		12 pt Times New Roman or a similar font.
Line Spacing:		Double. No extra double space between paragraphs please
Paper Structure		Introduction Body Conclusion References
In-text Citations & Reference List Style		APA
File Naming Convention		LastNameFirstNameFinalProject Example: DoeJohnFinalProject

Ratings

Criteria	Absent	Needs Improvement	Proficient
Introduction	[There is no introduction to the paper. (0 points)	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. (25 points)	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. (35 points)
Body (Use of Course Terms and Concepts)	[No course terms and concepts were used. (0 points)	[Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. (65 points) Student did not address the prompt/instructions correctly. (55 points)]	All of the relevant course terms and concepts were present and used appropriately in the discussion. (90 points)
Conclusion]	[There is no conclusion to the paper. (0 points)	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides	[There is a conclusion that synthesizes the main ideas of

		implications for research and/or practice. (25 points)	the paper, and/or provides implications for research and/or practice. (35 points)
Writing Mechanics (e.g. Spelling, Grammar, etc.)	The paper had 10 or more spelling, grammar, etc. errors. (0 points)	The paper had 5-10 spelling, grammar, etc. errors. (15 points)]	[The paper had very minimal spelling, grammar, etc. errors. (20 points)]
Format (e.g., length, font size, margins, in-text citations and reference list in APA style)	The paper did not meet the minimum format requirements and/or no APA citation. (0 points)	The paper met some of the format requirements and/or the student needs to review proper APA citation. (15 points) <hr/> The paper met some of the format requirements and/or no in-text citation was used. (10 points)	[The paper met all format requirements and APA requirement. (20 points)