UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
PSYC 3351 Social Psychology
COURSE OUTLINE

Overview of the Course
Social psychology highlights the social nature of human beings. It may be defined as the scientific study of how an individual's thoughts, mind-set and behavior is influenced by the presence of others, or behavior that is under the control of society. This unique discipline lies at psychology's border with sociology and seeks to understand individual behavior in a group context. Research and theory on comprehending how social behaviors are related to self and other persons and groups is examined. Interpersonal relationships, social cognition, social inference, personality, and emotion will be explored. The social psychology of decision making, attitude formation, and social attribution will be investigated and applied to contemporary issues.

Study Topics:
- History and principles
- Social learning
- Social cognition
- Social affect
- The self
- Attitudes and persuasion
- Impression formation
- Conformity
- Obedience
- Attraction
- Altruism
- Aggression
- Stereotypes
- Prejudice
- Discrimination
- Morality
- Cooperation
- Fairness

Description of the course:
This course studies individual behavior and attitudes as influenced by other individuals and groups, and considers conformity, mass media, attitude formation and change, attraction, aggression, prejudice and behavior in groups. Introductory group process. Prerequisite: PSYC 1301

This course is part of: B. S. in General Psychology

Outcomes	Assessments will be a combination of the following

1. Compare and contrast the classic studies that provide the foundation for social psychology. 2. Critically analyze published research related to social psychology and describe research methods used in social psychology. 3. Describe the multiple pathways and causes of deviant behavior. 4. Describe the roles of situational factors and attitudes in influencing thoughts, feeling and behaviors of the individual in social contexts (e.g., relationships, culture, groups). 5. Apply the principles of social psychology including perceptions, attributes, and schemas to specified situations. 6. Articulate moral and ethical responses to the major constructs in social psychology. 7. Summarize how social psychology theories influence institutional perceptions and policy responses.	Written and/or oral discussion, examinations, class exercises, case studies, presentations (individual or group), or formal research based paper.

Note: The School of Professional Studies has adopted the APA Guidelines for the Undergraduate Psychology Major, Version 2.0

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1: Introduction Chapter 2: The Self in a Social World	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #2	Chapter 3: Social Beliefs and Judgements Chapter 4: Behavior and Attitudes	Homework/Class Activities (3) Course Materials Review and Discussion (2)

		Paper/Project Development (1) Submit topic for research paper/project
Week #3	Chapter 5: Genes, Culture, and Gender Chapter 6: Conformity and Obedience	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #4	Chapter 7: Persuasion Chapter 8: Group Influence	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit outline of research paper/project Midterm Examination (questions from first half of the course)
Week #5	Chapter 9: Prejudice Chapter 10: Aggression	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #6	Chapter 11: Attraction and Intimacy Chapter 12: Helping	Homework/Class Activities (3) Course Materials Review and Discussion (2)

		Paper/Project Development (1)
Week #7	Chapter 13: Conflict and Peacemaking

Chapter 14: Social Psychology in the Clinic | Homework/Class Activities (3)

Course Materials Review and Discussion (2)

Paper/Project Development (1) |
| Week #8 | Chapter 15: Social Psychology in the Court

Chapter 16: Social Psychology and the Sustainable Future | Homework/Class Activities (3)

Course Materials Review and Discussion (2)

Paper/Project Development (1)

Submit completed research paper/project

Final Examination (questions from second half of the course) |

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation. I just did not want you to be confused when you see them in the table below.

Grading Activities Criteria and Guidelines

Grading Standards:

Discussion	20%
Assignments	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
Total	**100%**

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW	F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.
B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.
C+ and C indicates an acceptable grasp of the essentials of the course.
D+, D, and D- indicates less than average performance in the course.
F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:
Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes
- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with	Frequently uses a wide range of concepts from the class materials, demonstrating competence and

	contributions, or by misrepresenting concepts when used.	and the depth of content coverage.	room for improvement in terms of consistency, and level of detail.	accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.