

# **EG351T**

## **Social Psychology**

### **[Onsite]**

**Course Description:**

This course introduces theories and principles of how an individual's thoughts, feelings and actions are influenced by their social interaction. This course focuses on how to apply these principles to understanding our dynamic world.

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: EG372T Written Analysis or equivalent, An introductory Social Science Course

**Credit hours: 4**

**Contact hours: 48 (48 Theory Hours)**

# SYLLABUS: Social Psychology

Instructor: \_\_\_\_\_

Office hours: \_\_\_\_\_

Class hours: \_\_\_\_\_

## MAJOR INSTRUCTIONAL AREAS

- 1 Theoretical Roots and Research of Social Psychology
- 2 Social Perception and Cognition
- 3 Personal Attitudes and Influence
- 4 Social Interaction and Relationships
- 5 Social Psychology in a Global and Technical World

## COURSE OBJECTIVES

1. Analyze a given scenario on the basis of various social psychology theories.
2. Compare the advantages and disadvantages of correlational and experimental research designs.
3. Evaluate how the self influences the society and is influenced by the self.
4. Analyze different situations to comprehend how individuals form impressions of others.
5. Explore various cognitive processes that can be used for social inference.
6. Determine the attitude of a person by analyzing his/her response to different situations.
7. Analyze the cognitive bases of prejudice in a given situation.
8. Analyze the ways by which social influence alters or shapes behavior.
9. Analyze the dynamics of interpersonal attraction.
10. Analyze the social psychological nature of personal relationships.
11. Analyze the general dynamics of groups.
12. Apply various theories of gender to explain social situations.
13. Differentiate between pro-social and anti-social behavior.
14. Define key terms and concepts used in the field of social psychology.
15. Research and obtain information from the ITT Tech Virtual Library to analyze social psychology concepts.
16. Document resources using American Psychological Association (APA) Style

## Related SCANS Objectives

- A. Evaluate relevant information, and organize, maintain, analyze, interpret, communicate, and use applicable information.
- B. Discover the rule or principle underlying the relationship between two or more objects and apply it in solving a problem.
- C. Research controversial issues communicating primary issues and select and

- defend personal opinion.
- D. Apply theoretical principles to current situation.
- E. Analyze information and ask questions to enhance comprehension.
- F. Communicate and defend one's own values and beliefs.
- G. Work cooperatively with others and contributes to group with ideas, suggestions, and effort.
- H. Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
- I. Describe social and organizational systems work and operates effectively with them.

## TEACHING STRATEGIES

The course is designed to provide students with a foundation in the knowledge of social psychology and to examine the relation between the individual and the group, the influence of culture and of institutions on humans, and factors in the development of social attitudes. It also assists the student to gain insights into the social psychological nature of everyday human behavior, to benefit your own relationships.

To help the students in learning several real life scenarios, activities assignments and discussion have been used. This also would help in making this course more interesting and relevant for the student. This course requires students to use the ITT Tech Virtual Library to research scenarios to help apply the concepts of social psychology to real world situations. All resources should be documented in American Psychological Association (APA) style.

Learning is enhanced by giving the students the opportunity to participate in discussions, encouraging them to express their views, and appreciating differing opinions. This course encourages active student participation. In order to ensure fairness, a participation rubric has been included so that the students can know how they will be graded in this category. The participation grading rubric is explained in detail, and is included in the student syllabus.

## COURSE RESOURCES

### Student Textbook Package

Textbook: Taylor, Shelley E., Letitia Anne Peplau, and David O. Sears. *Social Psychology, 12<sup>th</sup> edition*. Upper Saddle River, NJ: Pearson Publishing, 2006.

### References and Resources

#### ITT Tech Virtual Library

Login to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

## General References

- Books

The following books are related to this course and are available through the ITT Tech Virtual Library > Books > Ebrary:

Albarracin, Dolores, Blair T. Johnson, and Mark P. Zanna. *Handbook of Attitudes*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2005.

Alderman, M. Kay. *Motivation for Achievement: Possibilities for Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2004.

Ashmore, Richard D., Lee J. Jussim, and David Wilder. *Social Identity, Intergroup Conflict, and Conflict Reduction*. Oxford, UK: Oxford University Press, Incorporated, 2001.

Augoustinos, Martha. *Understanding Prejudice, Racism, and Social Conflict*. Thousand Oaks, CA: Sage Publications Ltd., 2001.

Bell, David. *Introduction to Cybercultures*. NY: Routledge, 2001.

Ben Ze'ev, Aaron. *Love Online: Emotions on the Internet*. NY: Cambridge University Press, 2004.

Correia, Maria C. and Ian Bannon. *Other Half of Gender: Men's Issues in Development*. Washington DC: World Bank, 2006.

Cote, James E. and Charles Levine. *Identity Formation, Agency, and Culture: A Social-Psychological Synthesis*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.

Fishbein, Harold D. *Peer Prejudice and Discrimination: The Origins of Prejudice*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2002.

Graner Ray, Sheri. *Gender Inclusive Game Design*. Hingham, MA: Charles River Media, 2002.

Greenwood, John. *Disappearance of the Social in American Social Psychology*. NY: Cambridge University Press, 2003.

Jean Piaget Society, Meeting Staff, Cynthia Lightfoot, and Christopher A. LaLonde. *Changing Conceptions of Psychological Life*, Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2004.

Jopling, David A. *Self-Knowledge and the Self*. NY: Routledge, 2000.

Kashima, Yoshihisa, Margaret Foddy, and Michael Platow. *Self and Identity: Personal, Social, and Symbolic*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2002.

Kasulis, Thomas P. *Intimacy or Integrity: Philosophy & Cultural Difference*. Honolulu, HI: University of Hawaii Press, 2002.

Lang, Frieder R., Karen L. Fingerman, and Mary Anne Fitzpatrick. *Growing Together: Personal Relationships Across the Life Span*. NY: Cambridge University Press, 2003.

Lengel, Laura, Alice Tomic, and Crispin Thurlow. *Computer Mediated Communication: Social Interaction and the Internet*. Thousand Oaks, CA: Sage Publications, 2004

McAdams, Dan P. *Redemptive Self: Stories Americans Live By*. Oxford, UK: Oxford University Press, Incorporated, 2005.

Riding, Richard J. and Stephen G. Rayner. *Self Perception*. Westport, CT: Greenwood Publishing Group, Incorporated, 2001.

Weisel, Deborah Lamm. *Contemporary Gangs: An Organizational Analysis*. NY: LFB Scholarly Publishing, 2002.

Wood, Andrew F. *Online Communication: Linking Technology, Identity, and Culture*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2004.

Wyer, Robert S., Galen V. Bodenhausen, and Alan J. Lambert. *Foundations of Social Cognition*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2003.

Zahavi, Dan and Thor Grunbaum. *Structure and Development of Self-Consciousness: Interdisciplinary Perspectives*. Philadelphia, PA: John Benjamins Publishing Company, 2004.

Zimmerman, Barry J. and Dale H. Schunk. *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated, 2001.

### Periodicals

The following periodicals are related to this course and are available through the ITT Tech Virtual Library > Periodicals > EbscoHost:

- 1 . American Journal of Sociology
- 2 . Annual Review of Psychology
- 3 . Annual Review of Sociology
- 4 . Applied Psychology: An International Review
- 5 . Basic & Applied Social Psychology
- 6 . Genetic, Social & General Psychology Monographs
- 7 . Journal of Personality & Social Psychology
- 8 . Journal of Social Psychology
- 9 . Journal of Social Sociology
- 10 . Journal of the Learning Sciences
- 11 . Personality & Social Psychology Review

- . Reference Resources:

#### Grammar, Writing, and Style >

- [APA Style](#)  
Style information from the American Psychological Association.
- [APA Formatting and Style Guide](#)  
From OWL (Purdue University), examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page.
- [BibMe](#)  
A free bibliography maker; create a works cited list using MLA, APA, or Chicago style.
- [Landmarks Citation Machine](#)  
"Citation Machine is an interactive Web tool designed to assist teachers in modeling the proper use of information property; generate standard MLA and APA citations."
- [ONLINE! Citation Styles](#)  
Information on using MLA, APA, Chicago, and CBE to cite and document sources.
- [Plagiarism: What It is and How to Recognize and Avoid It](#)  
Produced by Writing Tutorial Services, Indiana University, Bloomington, IN

#### Other Resources

- . Companion Website-Taylor. 12/E by Shelley E. Taylor, Letitia Anne Peplau, and David O. Sears. © 2006| On-line Supplement.

This online resource includes practice tests for each chapter with immediate scoring and feedback. It also offers links to related Web sites, as well as interactive self-assessments that you can complete to learn more about yourself and your social style.

All links to web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

## EVALUATION & GRADING

### COURSE REQUIREMENTS

#### 1. Attendance and Participation

Regular attendance and participation are essential for satisfactory progress in this course.

#### 2. Completed Assignments

Each student is responsible for completing all assignments on time.

#### 3. Team Participation (if applicable)

Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

<b>Evaluation Criteria Table</b> The final grade will be based on the following weighted categories: <b>Categories</b>	<b>Weights (%)</b>
Quiz*	15%
Participation	25%
Writing Assignments	50%
Final Exam	10%
<b>Total</b>	<b>100%</b>

\*Please note: This includes a minimum of three quizzes and a maximum of 9 quizzes.

**Grade Conversion Table** Final grades will be calculated from the percentages earned in class as follows:

<b>Grade</b>	<b>Percentage</b>	<b>Credit</b>
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5

D	60-64%	1.0
F	<60%	0.0



## COURSE OUTLINE

- ☒ Unit 1: All the concepts will be covered in the class; therefore, the specified readings are merely for your reference. ☒ For all units, except unit 1: It is recommended that you complete the readings before attending the class.

In addition to general class participation and in-class activities, all discussion questions will be graded under the Participation evaluation category.

Unit #	Activities for the unit
1 The Basics of Social Psychology	•Content Covered ○ Chapter 1, "Theories and Methods in Social Psychology," pp. 2-29 • Writing Assignment: 1 •Participation
2 Perception and Social Cognition	•Content Covered ○ Chapter 2, "Person Perception: Forming Impressions of Others," pp. 33-42 and pp. 53-59 ○Chapter 3, "Social Cognition: Understanding the Social World," pp. 64-78 and pp. 82-90 •Writing Assignments: 1 and 2 •Participation
3 Relation of the Self and the Society	•Content Covered ○ Chapter 4, "The Self: Learning About the Self," pp. 97-130 •Writing Assignments: 1 and 2 •Participation
4 Attitudes in Relation to Social Responses	•Content Covered ○ Chapter 5, "Attitudes and Attitude Change," pp. 133-166 •Writing Assignments: 1 and 2 •Participation • Quiz: 1*
5 Prejudice and Social Influence	•Content Covered ○ Chapter 6, "Préjudice," pp. 170-198 ○Chapter 7, "Social influence," pp. 205-225 •Writing Assignment: 1 •Participation
6 Social Interaction and Attraction	• Content Covered o Chapter 8, "Interpersonal Attraction," pp. 237-260 o Chapter 9, "Personal Relationships," pp. 272-293 • Writing Assignment: 1 • Participation

Unit #	Activities for the unit
7 Structure and Influence of Groups	•Content Covered ○ Chapter 10, "Behavior in Groups," pp. 296-331 •Writing Assignment: 1 •Participation •Quiz: 1*
8 Theories of Gender	•Content Covered ○ Chapter 11, "Gender," pp. 334-347, pp. 352-356, pp. 358, pp. 363 -369 •Writing Assignments: 1 and 2 •Participation
9 Social Behavior -Part I	•Content Covered ○ Chapter 12, "Helping Behavior," pp. 374-389 and pp. 391-395 •Writing Assignments: 1, 2, and 3 •Participation
10 Social Behavior -Part II	•Content Covered ○ Chapter 13, "Aggression," pp. 404-439 • Writing Assignments: 1 and 2 •Participation •Quiz: 1*
11 Final Exam	Review and Final Exam

\* Instructor may choose to give from three to nine quizzes. This outline indicates the minimum quiz schedule.

**GRADING RUBRICS FOR IN-CLASS PARTICIPATION** Student's Name:

\_\_\_\_\_ **Directions:** Provide a rating that best explains various aspects of

in-class participation. You may also write specific comments at the bottom of the page.

Participation Aspect	Rating Description Rating (1-4)			
	4 - Exceeds	3 - Meets criteria	2 - Meets some criteria	1 - Meets few criteria
<b>Level Of Engagement In Class</b>	Proactively contributes to class by offering ideas and asking questions <b>more than once</b> per class	Proactively contributes to class by offering ideas and asking questions <b>once per class</b>	<b>Rarely</b> contributes to class by offering ideas and asking questions	<b>Never</b> contributes to class by offering ideas and asking questions

Participation Aspect	Rating Description Rating (1-4)			
	4 - Exceeds	3 - Meets criteria	2 - Meets some criteria	1 - Meets few criteria
<b>Significance</b>	<b>Majority</b> of the student's posts are meaningful and add to the learning experience for the entire class. The student asks excellent questions or makes important comments that generate good conversation in the class.	<b>Often</b> the student's interventions are meaningful. In most cases, the contributions are well connected to the thread of conversation. In some cases the student has initiated good discussion by asking relevant questions.	<b>Sometimes</b> the contributions are meaningful	Contributions <b>do not</b> add any richness to the conversation!almost always the contributions repeat what others have said
<b>Listening Skills</b>	<b>Listens</b> when others talk, both in groups and in class and <b>incorporates or builds off</b> of the ideas of others	<b>Listens</b> when others talk, both in groups and in class	<b>Does not listen</b> when others talk, both in groups and in class	<b>Does not listen</b> when others talk, both in groups and in class; <b>often interrupts</b> when others speak
<b>Behavior</b>	<b>Almost never</b> displays disruptive behavior* during class	<b>Rarely</b> displays disruptive behavior during class	<b>Occasionally</b> displays disruptive behavior during class	<b>Almost always</b> displays disruptive behavior during class
<b>Preparation</b>	<b>Almost always</b> prepared for class with reading/writing assignments	<b>Usually</b> prepared for class with reading/writing assignments	<b>Rarely</b> prepared for class with reading/writing assignments	<b>Almost never</b> prepared for class with assignments
	<b>Total</b>			

\* Disruptive behavior includes, but is not limited to, any conduct that is disrespectful or insulting to another member of the course. This includes inflammatory statements, vulgarity, or "shouting".

**Additional Specific Comments by the Instructor (if any):**