ITT Technical Institute

SP3450

Social Psychology

Onsite and Online Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 45 (45 Theory Hours)

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

Prerequisites: EN1420 Composition II or equivalent, SS3150 Research Methods or equivalent

Course Description:

This course is a survey of theories and research concerned with how individuals behave in social constructs, and how they influence and are influenced by other people.

COURSE SUMMARY

COURSE DESCRIPTION

This course is a survey of theories and research concerned with how individuals behave in social constructs, and how they influence and are influenced by other people.

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 LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Analyze scenarios on the basis of various social psychology theories.
2. Compare correlational and experimental research designs.
3. Evaluate the impact of and interactions between self and society.
4. Apply various cognitive processes to social interactions.
5. Determine the attitude of persons by analyzing their response to different situations.
6. Analyze the cognitive biases of prejudice and discrimination.
7. Analyze the ways by which social influence alters or shapes behavior.
8. Analyze the social psychological nature of personal relationships and the dynamics of interpersonal attraction.
9. Apply various theories of gender to explain social situations.
10. Differentiate between pro-social and antisocial behavior.

COURSE OUTLINE

MODULE 1: THEORETICAL PERSPECTIVES OF SOCIAL PSYCHOLOGY

COURSE LEARNING OBJECTIVES COVERED

- Analyze scenarios on the basis of various social psychology theories.
- Compare correlational and experimental research designs.

TOPICS COVERED

- The Social Psychological Approach
- Social Psychology Theories
- Social Psychology Methods
- Research Ethics

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapter 1.	No	2 hr
Lesson: Study the lesson for this module.	No	1.5 hr
Discussion: Participate in the discussion titled "Social Psychology Theories."	Yes	1 hr
Analysis: Submit the analysis titled "Correlational Versus Experimental Research."	Yes	3 hr
Project: Read and begin the project.	No	0.5 hr

Total Out-Of-Class Activities: 8 Hours

MODULE 2: PERCEPTION, SOCIAL COGNITION, AND SELF-LEARNING

COURSE LEARNING OBJECTIVES COVERED

- Evaluate the impact of and interactions between self and society.
  - Apply various cognitive processes to social interactions.

TOPICS COVERED

- Impression Integration
- Social Inference
- Schemas
- Motivation and the Self
- Social Comparison Theory

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapters 2, 3, and 4.	No	6.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Learning About Self."	Yes	NA
Analysis: Submit the analysis titled "Cognitive Processes and Social Inference."	Yes	3 hr
Essay: Submit the essay titled "Social Interactions."	Yes	3 hr
Project: Continue work on Project Part 1.	No	4 hr

Total Out-Of-Class Activities: 18.5 Hours

MODULE 3: ATTITUDE AND PREJUDICE

COURSE LEARNING OBJECTIVES COVERED

- Determine the attitude of persons by analyzing their response to different situations.
  - Analyze the cognitive biases of prejudice and discrimination.

TOPICS COVERED

- Attitude and Behavior
- Attitude Theories
- Persuasion
- Social Identity
- Prejudice Reduction

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapters 5 and 6.	No	4.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Cognitive Dissonance."	Yes	1 hr
Analysis: Submit the analysis titled "Prejudice-Reduction Techniques."	Yes	3 hr
Essay: Submit the essay titled "Attitudes."	Yes	3 hr
Project: Submit Project Part 1.	Yes	4.5 hr

Total Out-Of-Class Activities: 18 Hours

MODULE 4: SOCIAL INFLUENCE

COURSE LEARNING OBJECTIVES COVERED

- Analyze the ways by which social influence alters or shapes behavior.

TOPICS COVERED

- Conformity
- Compliance
- Obedience to Authority
- Behavior in Presence of Others

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapters 7 and 10.	No	4.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Discussion: Participate in the discussion titled "Conformity and Compliance."	Yes	NA
Analysis: Submit the analysis titled "Components of Power."	Yes	3 hr
Essay: Submit the essay titled "Obedience to Authority."	Yes	3 hr
Project: Begin work on Project Part 2.	No	5 hr

Total Out-Of-Class Activities: 17.5 Hours

MODULE 5: INTERPERSONAL ATTRACTION AND RELATIONSHIPS

COURSE LEARNING OBJECTIVES COVERED

- Analyze the social psychological nature of personal relationships and the dynamics of interpersonal attraction.
- Apply various theories of gender to explain social situations.

TOPICS COVERED

- Attachment in Children and Adults
- Interdependence Theory
- The Balance of Power
- Gender Theories

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapters 8, 9, and 11.	No	6.5 hr
Lesson: Study the lesson for this module.	No	2 hr
Essay: Submit the essay titled "Conflicts in Daily Life."	Yes	2.5 hr
Analysis: Submit the analysis titled "Imbalance of Power."	Yes	2.5 hr
Final Exam: Prepare for the final exam.	No	5 hr
Project: Submit Project Part 2.	Yes	3 hr

Total Out-Of-Class Activities: 21.5 Hours

MODULE 6: PRO-SOCIAL AND ANTISOCIAL BEHAVIOR

COURSE LEARNING OBJECTIVES COVERED

- Analyze scenarios on the basis of various social psychology theories.

- Compare correlational and experimental research designs.

- Evaluate the impact of and interactions between self and society.

- Apply various cognitive processes to social interactions.

- Determine the attitude of persons by analyzing their response to different situations.

- Analyze the cognitive biases of prejudice and discrimination.

- Analyze the ways by which social influence alters or shapes behavior.

- Analyze the social psychological nature of personal relationships and the dynamics of interpersonal attraction.

- Apply various theories of gender to explain social situations.

- Differentiate between pro-social and antisocial behavior.

TOPICS COVERED

- Altruism and Pro-Social Behavior

- Theoretical Perspectives on Helping

- Aggressive Behavior

- Intimate Violence

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Taylor, S. E., Peplau, L. A., & Sears, D. O. Chapters 12 and 13.	No	4.5 hr
Reading: ITT Tech Virtual Library>Basic Search> Gentile, D. A., Mathieson, L. C., & Crick, N. R. (2011). Media Violence Associations with the Form and Function of Aggression among Elementary School Children. *Social Development, 20*(2), 213–232. doi:10.1111/j.1467-9507.2010.00577.x	No	1.5 hr
Lesson: Study the lesson for this module.	No	1.5 hr
Analysis: Submit the analysis titled "Aggressive and Helping Behaviors."	Yes	2.5 hr
Final Exam: Take the final exam.	Yes	NA

Total Out-Of-Class Activities: 10 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	20%
Analysis	30%
Essay	20%
Project	20%
Final Exam	10%
TOTAL	100%

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE		PERCENTAGE
A	(4.0)	90–100%
B+	(3.5)	85–89%
B	(3.0)	80–84%
C+	(2.5)	75–79%
C	(2.0)	70–74%
D+	(1.5)	65–69%
D	(1.0	60–64%

	)	
F	(0.0)	<60%

LEARNING MATERIALS AND   REFERENCES

REQUIRED RESOURCES
COMPLETE TEXTBOOK PACKAGE

- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2012). *Social psychology (Custom 12th ed.).* Boston, MA: Pearson Custom.

RECOMMENDED RESOURCES

- ITT Tech Virtual Library (accessed via Student Portal | https://studentportal.itt-tech.edu)
  - Basic Search>
    - Epstein, R. (1997). Folk wisdom: Was your grandmother right? (Cover story). *Psychology Today, 30(6), 46.*
    - Evans, P. (2003). "If Only I Were Thin Like Her, Maybe I Could Be Happy Like Her": The Self-Implications of Associating a Thin Female Ideal with Life Success. *Psychology Of Women Quarterly, 27(3), 209-214.*
    - Flora, C. (2004). The once-over can you trust first impressions? *Psychology Today, 37(3), 60-66.*
  - Advanced Search>
    - *American Sociologist*
    - *Annual Review of Sociology*
    - *Applied Psychology: An International Review*
    - *Journal of American Ethnic History*
    - *Journal of Consumer Research*
    - *Social Behavior & Personality: An International Journal*
- Other References
  - Artinger, F., Exadaktylos, F., Koppel, H., Sääksvuori, L. (2014). In Others' Shoes: Do Individual Differences in Empathy and Theory of Mind Shape Social Preferences? *PLoS ONE.* Vol. 9 Issue 4, p1–9. 9p.
  - Bell, M., Turchik, J. A., Karpenko, J. A. (2014). Impact of Gender on Reactions to Military Sexual Assault and Harassment. *Health & Social Work.* Vol. 39 Issue 1, p25–33. 9p.

- o Pynta, P., Seixas, S. A. S., Nield, G. E., Hier, J., Millward, E., Silberstein, R. B. (2014). The Power of Social Television: Can Social Media Build Viewer Engagement? A New Approach to Brain Imaging of Viewer Immersion. *Journal of Advertising Research.* Vol. 54 Issue 1, p71–80. 10p. 1 Diagram, 2 Graphs.
- o Seppala, E., Rossomando, T., Doty, J. R. (2013). Social Connection and Compassion: Important Predictors of Health and Well-Being. *Social Research.* Vol. 80 Issue 2, p411–430. 20p.

- • Multimedia References
  - o https://implicit.harvard.edu/implicit/ (Modules 3 or 6: Project Implicit)
  - o http://opl.apa.org/ (Online Psychology Laboratory)
  - o http://www.merlot.org/merlot/index.htm (Multimedia Educational Resource for Learning and Online Teaching: MERLOT II)

○

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lessons and examples. Your progress will be regularly assessed through a variety of assessment tools including analysis, discussion, essay, project, and a final exam.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the "Course Outline" section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)