

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program, *Connections* courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU Colonnade Program** coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)
Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.
 1. Analyze the development of self in relation to others and society.
 2. Examine diverse values that form civically engaged and informed members of society.
 3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)
Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.
 1. Analyze issues on local and global scales.
 2. Examine the local and global interrelationships of one or more issues.
 3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

***NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)
Social Psychology, PSY 350. This course fits into the Social and Cultural Category.
2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Learning Objective	How Social Psychology meets this:
<p>Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.</p>	<p>These objectives are some of the same objectives that scientific social psychology has. For instance, students will learn about persuasion and prejudice reduction (individuals shaping society), compliance, obedience, and the impact of culture on the self (individuals shaped by society and culture), and how these processes are controlled by social situations that individuals experience and create. Regarding ethics and norms, social psychology examines how ethical behavior generally is a function of situational factors, other than will-power, and directly addresses norms in covering such topics as compliance and relationships. Resistance to social influence also features as a module component in the course.</p>
<p>1. Analyze the development of self in relation to others and society.</p>	<p>As one example of how this course addresses this goal, students will learn how the self-concept, self-esteem, and self-efficacy all exist in transactional relationship with their social environment. They will learn that who we think we are often is more a function of the roles we fill and the expectations others have for us than of who we actually may be. Some of the other ways that social psychology addresses this particular goal occur while covering topics of social influence, prejudice and discrimination, relationships, and aggression.</p>
<p>2. Examine diverse values that form</p>	<p>Students will learn better how to</p>

<p>civically engaged and informed members of society.</p>	<p>understand others' personal, social, and cultural perspectives. They will learn, for instance, the conditions under which intergroup negotiations are most likely to lead to conflict. They also will learn how different conceptualizations of the self, and how differential activation of diverse goals, impact people's interpreted reality. Social psychology goes beyond the seeming differences between people to understand some of the common processes that make us human. By understanding these, differences in values and culture become less threatening. Educated and engaged citizens rely on the best representation of social reality available in order to manage and mold this reality to our benefit. Social psychology provides an empirically-based model of how the social world really works. It strips away value judgments to focus on what it is, essentially, that creates our social existence. Social psychology thus provides a highly critical examination of how values drive civic behavior. The end effect of this course is that it equips students to operate in a world of diverse (but psychologically predictable) values that otherwise might have been seen as morally questionable.</p>
<p>3. Evaluate solutions to real-world social and cultural problems.</p>	<p>Social psychology has a tradition of social problem solving, ranging from addressing intergroup conflict to increasing medical treatment compliance. Students will learn such things as how soap operas can be used to increase condom usage, the conditions under which intergroup contact most effectively facilitates good relationships, how values such as materialism are damaging to mental health, how the use of weapons such as Predator drones increases the willingness of the operator to kill, but may increase his or her post killing discomfort, when alcohol consumption causes aggression (vs. helpfulness), why riots occur, and</p>

	<p>much more. For all of these topics, the understandings gained lend much clarity for how to best solve these problems. After taking this course, students evaluate solutions first based on their knowledge of empirically supported psychological principles, and secondly, based on the expectation that outcomes must be measured and evaluated in order to render judgment.</p>
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3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

Social psychology combines an appreciation of the complexity of social life with the demand that simplifying assumptions about this complexity be empirically tested. These empirical tests overwhelmingly show that diverse, superficially-different behaviors can be decomposed and understood using basic psychological principles. This course is an extended exercise in the application of these principles to the individual and cultural vagaries of our human experience.

There are few other disciplines that so aggressively apply the scientific method to discover and explain the basic psychological phenomena that make up our common humanity. Students in social psychology are given the means and practice to make sense of their world in a way supported by facts, not supposition or superstition. Social psychology is a course that most students report being very helpful to them in understanding the world.

To put this into the language of the connections course requirements, in order to pass this course, students must apply and integrate their discipline-specific knowledge to address both the daily challenges we all face and to start to gain a better understanding of the larger issues in our world: prejudice; what is love; is there such a thing as altruism; why don't we all get along? These are all topics that this course addresses.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.
PSY 100 or equivalent
5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

This course is an introduction to social psychology. This course provides familiarity with the major areas of study within Social Psychology, and the central questions or issues in each of these areas.

It is also a Connections course under the Colonnade Plan. It is designed to meet and exceed the requirements for learning objectives under the Colonnade Plan. In this course, we will:

1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

More concretely, we will gain abilities to understand how the situations we are in cause us to think and act. Instead of seeing behavior as caused solely by a person's personality, we will learn how the situation works in combination with personality to make people do the things that they do.

We also will practice using our new knowledge of social psychology to critically interpret and offer new perspectives on the world around us.

These new abilities will allow us new insight into the nature of our lives, and allow us a more accurate understanding of within and cross-cultural differences in behavior. Understanding the psychological principles at work behind behavior makes it obvious that we as humans share far more similarities than differences. It also helps to clarify how we can work with others, all over the world, to achieve the basic goals and needs that all people have.

One important goal of this course is to provide the opportunity to become better critical thinkers capable of uncommon insight into human behavior.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

Student grades reference the individual student's achievement on course assignments. The performance of the class as a whole on the course assignments gives information about learning objective achievement. For instance, forced-choice assessments (such as quizzes and exams) tap into the topics above that are congruent with learning objectives for the course. As such, the forced-choice assessments will be part of the assessment of learning objectives.

In this course, students provide written assessments that require application of real-world and personal events to course material (learning objectives 1, 3, and 4). The course materials are chosen to reflect issues of scientific and social interest. On writing assessments, students are evaluated according to how well they understand the course materials, provide adequate application examples, and properly identify scientific terms and theories (learning objective 2 and 5). As such, written assessments to course material in general reflect the goals of learning objective 3.

In order to assess the learning objectives for the course, all students enrolled in Social Psychology (PSY 350) will complete a standardized assessment including 10 items. These items will be constructed such that each learning objective is represented. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. All students who are enrolled in PSY 350 per semester will be presented the 5 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly
 - Good = at least 70% of the students answered 7 out of the 10 assessment items correctly
 - Satisfactory = at least 50% of the students answered 7 out of the 10 assessment items correctly
 - Unsatisfactory = under 50% of students answered 7 of 10 assessment items correctly.
7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Learning about research is in many ways learning about the validity of different kinds of evidence. The new research content that students learn about will build on their existing understanding to encourage a more sophisticated interaction with their worlds. Students will hone their argumentation skills in particular by completing a series of reading assignments, each focused on a different social psychology theme, and answering persuasively a number of questions designed to spur critical thinking and address learning objectives. Repeated practice over the course of the semester provides for nearly inevitable improvement and growth (summative learning).

8. How many sections of this course will your department offer each semester?

At least 1 section per calendar year will be provided by the Department of Psychology.

9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

Syllabus begins on next page.

Social Psychology

PSY 350

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Office hours: Mondays and Wednesdays, 8:00am-9:00am & 4:30pm-5:30pm; Thursdays 1:00pm-4:00pm or by appointment

Contacting Me: E-mail is the best way to contact me, rather than phoning my office. I will answer emails within 24 hours except on Saturdays and Sundays. I will be glad to call you if you e-mail me and request me to do so. Include your phone number in the email.

When emailing me, include your first name, last name, and **Social Psy** in the subject header. This needs to be specific because I have 100+ students this semester which will be difficult to keep track of. Emails without this information will not be answered.

Course Description: Psych 350 is an overview course examining the study of behavior and mental processes, including research methods, social behavior, motivation, personality, culture, gender, & individual differences. At the conclusion of this course, you will have a better sense of the variety of research subsumed under the title "social psychology". As an overview course, we will cover a great deal of information very rapidly. I hope you find this introduction to the science of social psychology both challenging and interesting.

Course Objectives

This course is designed to help students achieve the following objectives:

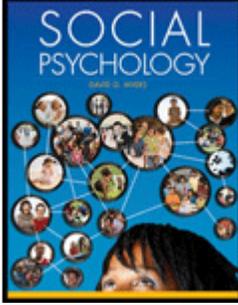
- To understand and recognize social psychology theories
--achieved through reading and learning the course material as assessed through reading quizzes and exams
- Determine the importance and uniqueness of the research presented in your text by comparing multiple experiments to each other
--assessed through reading quizzes, discussion board, and exams
- To become critical thinkers by posing and answering logical questions
--achieved through exams, in-class assignments, and the final project
- To apply your own experiences to psychological principles
--achieved through reading and learning the course material, exams, in-class assignments and the final project
- To develop professional communication skills, including computer skills
--achieved through using Blackboard and communicating with me and others through email and group assessments in a timely manner

Additionally, this course meets the specifications for a Colonnade Connections Course. It is designed to meet and exceed the requirements for learning objectives under the Colonnade Plan. In this course, we will meet and exceed these requirements by:

- Analyzing the development of self in relation to others and society
- Examine diverse values that form civically engaged and informed members of society
- Evaluate solutions to real-world social and cultural problems

Required Materials

- 1) *Social Psychology*, 11th edition, by Myers



ISBN: 978-0078035296

2) Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser (common web browsers are Internet Explorer or Netscape. Typically one of these is loaded on home computers. Blackboard works very well with the latest version of Firefox. When taking quizzes and exams, I HIGHLY recommend that you use Firefox and your browser. You can download this browser free for both WIN and Mac from the Blackboard homepage or by copying and pasting this link into your current browser: <http://www.mozilla.com/enUS/products/download.html>

Once you are logged into Blackboard, see the box that says Web Browser recommendations

3) Microsoft Word or another word processor that allows you to create typed documents and save them into a rich text file (.rtf), document (.doc) or document x (.docx) format. Open Office is free software that will allow you to do this. Here is the free download link:

<http://www.openoffice.org/>

4) PowerPoint to access chapter notes and YouTube videos. If you do not have PowerPoint, you can use Google Docs from the Google Chrome browser to preview PowerPoints. Here is the free download link to Google Chrome:

http://www.google.com/chrome/index.html?hl=en&brand=CHMB&utm_campaign=en&utm_source=en-ha-na-us-sk&utm_medium=ha

5) Adobe Acrobat Reader to access any .pdf files. Here is the free download link to Adobe Reader: <http://get.adobe.com/reader/>

Being “Online”- The hybrid nature of this class

Using Blackboard

This class will include the use of “Blackboard,” which is the name of the website you will use to access materials, turn in some assignments, create the final project, and take exams. To access Blackboard:

1) Go to www.wku.edu

2) In the lower left corner, you will see links to various sites, one of which is Blackboard.

Click the word “Blackboard.”

3) You will be required to login using your WKU NetID and WKU NetID password (the same information needed to login to Portal).

4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Social Psychology. Click on the course name.

5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as “Chapter Notes,” “Final Project” etc. Click on these, depending on what you want to do.

In general, I will communicate with the class through Announcements, rather than clogging up your e-mail inbox. However, if I need to contact an individual student, I will use e-mail. I count on you to check your e-mail at twice a week. I will check mine at least twice a day—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner.

Getting Course Materials

To access the syllabus, click “Start Here--Syllabus”. Course notes will be organized in Chapters by folders. To access chapter notes, go to “Chapter Notes” then click on the folder corresponding to the chapter you need. Generally, “Chapter Notes” will have notes that help explain more difficult material, or perhaps supplementary material not covered by your book such as videos. I will post PowerPoint chapter notes in .ppt format. These notes will not be complete. Instead, the notes will have blank spaces that can only be filled with information provided during lecture.

Other files in Course Materials will be in rich text format (.rtf) or .pdf format so they should download easily into any word processing program.

Checking Your Grade

You can check your grade anytime in Blackboard by clicking on the “My Grades” button.

Getting HELP!!

COMPUTER OR INTERNET ISSUES: If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. If you are having Blackboard problems and are using Internet Explorer, log out of Blackboard, close Internet Explorer, open up Firefox, and get back into Blackboard. Ironically, some newer browsers do not work well with Blackboard—so check.

What to do if your computer or internet fails!

This course is strictly online, therefore, computer or internet failure might prevent you from accessing this course. I do NOT accept late work, regardless of whether or not your computer/internet has failed. Because of this, I HIGHLY recommend that you have a backup plan. Some backup plans could be:

1. Each WKU campus has a computer lab that you may use for free with your WKU student ID. Call your closest campus for hours of operation.
2. Several coffee shops and bookstores have free internet access. Check with your local shops for this availability and hours of operation.
3. Libraries most likely have computers and internet access available to the public. Check with your local library for this availability and hours of operation.
4. Ask an acquaintance if you may use their computer/internet as a backup plan.
5. Ask your employer if you may use their computer/internet as a backup plan.

What to do if Blackboard fails!

Blackboard has been known to crash. If this happens to you, EMAIL ME IMMEDIATELY. I will be able to access the system, review your Blackboard attempt, and reset your quiz. However, I

will not check my email between 8:00 pm and 8:00am Central Time or on weekends, so I highly recommend that you complete and submit your work in advance.

Course Requirements

1) Exams: You are required to take 3 exams. These exams will be taken on Blackboard in the GRH Computer Lab during class time. Exams will consist of approximately 55 multiple choice questions, each worth 2 points. The exam will be counted out of a possible 100 points, but you can score more than 100 points. In other words, each test will have at least 10 bonus points available. You should expect most of the questions to be “application.” That is, most questions will have an example of a concept, and ask you to identify the example (in contrast to having you identify a definition.) You will have 1 hour and 15 minutes to take each exam. Most students will not need the entire time. Questions will appear all at once, allowing you to go back to unanswered questions. You are allowed to bring a 5x8” sheet of notes to the exam.

If you miss, fail, or simply don’t like a grade on an exam, you can take the Optional Cumulative Final during Final’s Week. The final is 110 questions and the grade will replace your lowest exam grade ONLY IF the final exam grade is higher than your lowest grade. If it is not higher than your lowest exam grade, then the final exam grade will be ignored.

2) Reading Quizzes: Reading Quizzes will cover the pages specified in this syllabus. Each quiz is worth 10 points and may be taken from home. Only 10 Reading Quizzes will be counted towards your grade, therefore, your lowest Reading Quiz grade will be used as extra credit points. *If you do not complete all of your assignments, you will not be allowed to earn any extra credit points!*

Quizzes will have a time limit, so completing the quiz while looking up the answers for every question will be impossible. You only have one chance to complete the quiz, so I highly suggest that you read the assigned pages for the designated quiz before you take it. The quizzes can be accessed by clicking on the “Exams and Quizzes” link in the Blackboard menu, and then clicking on the Quizzes folder. From there, a list of available quizzes will appear. Simply click on the Reading Quiz you want to take.

Once the due date has passed for the quiz, it will be removed from Blackboard. **I will not allow any student to take a late quiz!** Therefore, be mindful of the quiz due dates located in your syllabus. To give you some experience in taking quizzes on Blackboard, you may take a Practice Quiz. The Practice Quiz will be set up just like a Reading Quiz on Blackboard. You can take the quiz from any computer. To access the quiz, Click Exams & Quizzes, on the next Window click Practice Quiz. When the quiz appears, you will have directions to follow. You may take the quiz as many times as you want. It does NOT COUNT for a grade. All quiz scores will be removed.

Also available in the Quizzes folder is the Syllabus Quiz. This quiz is worth 5 points and will cover information only available in this syllabus.

3) Group Work: Once a week, students will be broken up into groups and given written group assessments which will cover reading assignments, videos, and lecture material. **These group assessments will be graded!!!** Failure to attend will result in missing the group assessment. If you do not have a valid university recognized excuse for missing class (see “Absentee Policy” below), you will NOT be able to make up the group assessment. In addition, your peers will assess your group participation at the end of the semester. This peer assessment will determine the portion that you can earn for your final project grade. DOING

YOUR PART IS EXTREMELY IMPORTANT. Your Final Project is worth 150 points and your Group Participation is worth 75 points. The Group Participation grade will come from your group's assessment of your individual performance. However, the percentage of points you earn from my assessment will be dictated by your group's assessment. For example, imagine that I give your group a 150 on your project but your group gives you a 75% on your individual performance. Instead of you getting 150 points for the project, you would get 75% of those 150 points: a grade of 113 for my assessment of the Final Project and a grade of 56 for your Group Participation. Therefore, I strongly advise that you adhere to your contracted portion of the Final Project.

4) Absentee Policy: Students that must miss class will be able to complete the missed assignment IF and ONLY IF the following requirements are met: 1) the student has a doctor's note dated and signed by the physician for the missed time, 2) the student is participating in a school related event and has a signed note from the professor, coach, etc. given to me at least a week in advance, 3) student was in an accident or had some other emergency and provides me with documentation from either the police, fire department, insurance company, etc. **If the student misses class and is excused, assignments/quizzes will be due on the class period the day that the student returns. For example, if the student misses class Monday the 8th for a doctor's appointment and returns to class on Wednesday the 10th, his assignment is now due on Wednesday the 10th. There is NO make-up policy for the wiki assignments, exams, and quizzes.** Therefore, any student that misses a wiki assignment, quiz, or exam will receive a zero. **You are expected to attend class regularly, having completed the assigned reading before class. Attendance will be taken EVERY DAY. If you miss 6 or more classes, you will receive an automatic grade of an F for the course.** For every class period that a student arrives late, ½ of an absence will be issued.

Course Withdraw: Students cannot be automatically dropped from the class unless you do not attend the first week. Registration in a course obligates you to be regular and punctual in class attendance. Students who, without previous arrangement with the instructor or department, fail to attend the first meeting of a class that meets one time per week may be dropped from the course. Nonattendance does not release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete. In other words, if you haven't done the paperwork and I have not dropped you for nonattendance, you are still enrolled in the class.

If you are withdrawn from the course because of non-payment, it is your responsibility to re-enroll. Once you are given the documentation that you have been re-enrolled, you **MUST** bring this documentation to me. Otherwise, I will not allow you to attend class which could result in a grade of an F.

5) Class Questions Discussion Board: You will notice that one of the DB forums is titled Class Questions. I am asking that if you have general class questions (not personal ones—use email for that) that you use this DB. For example, if you have questions about exams, assignments, or need clarification about class notes or book material, please use this DB. Also, you might find the answer to a question you have by going to this DB. So by posting your questions here, everyone has equal access to that information, and I only have to answer the question one time! Everyone wins!! Obviously, anything that you do not want the class to know should not be posted here. Email me. This DB is informational only and is not graded. It will be available for the duration of the class.

6) Professional Conduct: I expect you to treat me, your classmates, and all of the people you encounter during all course activities—online and face-to-face—with utmost respect. This includes **cellphone and laptop use**. Class is a place for learning, not socializing and networking with friends. Therefore, if I see a student using OR hear a cell phone during ANY class activity or lecture, a deduction in exam scores will occur. The same policy adheres to laptops. These exam score deductions WILL be enforced. However, if you are expecting an emergency phone call or need to be in contact with your family, please inform me before class begins. Put your cell phone on vibrate mode, keep the cell phone in your pocket or lap, and quietly exit class to answer your phone.

Any student who does not adhere to this professional conduct policy will receive the following:

1. On the first offense— grade deduction of 15% on Exam 1 and will NOT be allowed to earn any extra credit.
2. On the second offense—grade deduction of 25% on Exam 2.
3. On the third offense—grade deduction of 35% on Exam 3
4. On the fourth offense—you automatically fail the course.

Students with Disabilities

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Downing University Center, Room A200. The OFSDS telephone number is (270) 745-5004 V/(270) 745-3030/TDD. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

Final Grades

To summarize, your grades will be determined by:

Exams (3 exams worth 100 points each)	300 points
Reading Quizzes (10 quizzes worth 10 points each)	100
Syllabus Quiz	5
Group Wiki Contract	10
In-class group exercises (6 exercises x 15 points each)	90
Discussion Questions (3 x 5 points each)	15
Experiments (3 x 10 points each)	30
Peer Review	25
Wiki Rough Drafts (2 drafts X 25 points each)	50
Group Participation Grade	75
Final Project Grade	150
TOTAL	850 points

Final grade will be assigned as follows:

TOTAL POINTS EARNED	LETTER GRADE ASSIGNED
764.4 or more	A
600.4 – 764.3	B
594.4 – 600.3	C
509.4 – 594.3	D
509.3 and below	F

COURSE SCHEDULE

I strongly encourage you to keep up with the course by doing the tasks on the days they are listed, and when possible, working ahead. The Blackboard area to turn in Final Project wiki assignments will be available Wed. Oct. 1.

Mon. Aug. 25

- Lecture: Syllabus Review
- Group Tell-A-Story
- Read Syllabus
- Practice Quiz available (optional)

Wed. Aug.27

- In-class exercise: Survey research
- Read Chapter 1: Introduction to Social Psychology (pgs. 2-29)
- Watch the online documentary at home, *Discovering Psychology: Understanding Research* at <http://dl.austincc.edu/videos/dp.php>
- **Syllabus Quiz due at 9:00am**

Mon. Sept. 1

LABOR DAY!!! NO CLASS

Wed. Sept. 3

- Lecture: Introduction to Social Psychology
- **Reading Quiz I, Introduction to Social Psychology and Aug. 27th video due by 9:00am**
- Read Chapter 2: The Self in a Social World (pgs. 32-74)

Mon. Sept. 8

- Lecture: The Self in a Social World
- In-class video: *A State of Mind*
- **Reading Quiz II, The Self in a Social World due by 9:00am**

Wed. Sept. 10

- In-class video: *A State of Mind*
- Read Chapter 3: Social Beliefs and Judgments (pgs. 76-116)

Mon. Sept. 15

- Lecture: Social Beliefs and Judgments
- **Reading Quiz III, Social Beliefs and Judgments due by 9:00am**

Wed. Sept. 17

- In-class exercise: The Self, Social Beliefs and Judgments in North Korea
- Read Chapter 4: Behavior and Attitudes (pgs. 118-147)

Mon. Sept. 22

- Lecture: Behavior and Attitudes
- Research results!
- **Reading Quiz IV, Behavior and Attitudes due by 9:00am**
- Watch the online documentary at home, Dateline's Coverage of the Patty Hearst Case
<http://www.nbcnews.com/video/dateline/32128016#32130479>

Wed. Sept. 24

- In-class exercise: The Patty Hearst Case
- Discussion Question due for Patty Hearst documentary at beginning of class
- Read Chapter 5: Genes, Culture, and Gender (pgs. 150-184)
- **Gender and Communication Take-home Experiment**

Mon. Sept. 29

- **EXAM 1: Assigned materials from Aug. 27-Sept. 24**
 - **Located in computer lab 2056**
- **Team contracts for Final Wiki Project due at the beginning of class**

Wed. Oct. 1

- Lecture: Genes, Culture, and Gender
- **Reading Quiz V, Genes, Culture and Gender due by 9:00am**
- Take-home experiment on Gender and Language due at beginning of class
- Watch the online video documentary at home: *An Emasculating Truth*
<http://topdocumentaryfilms.com/emasculating-truth/>

*Harsh language and brief discussions about sex occur in this documentary. If you choose not to watch it, please speak with me by Mon. Sept 22 and another video can be assigned.

Mon. Oct.6

- In-class exercise based on *An Emasculating Truth*: The boundaries of male and female
- Discussion Question due for Emasculating documentary at beginning of class
- Take-home experiment results on Gender and Language due at beginning of class
- Read Chapter 7: Persuasion (pgs. 224-262)

Wed. Oct. 8

- Lecture: Persuasion
- **Reading Quiz VI, Persuasion due by 9:00am**

Mon. Oct. 13

- In-class exercise: Ad Analysis
- Read Chapter 6: Conformity and Obedience (pgs. 186-222)
- Read the journal article, *Behavioral Study of Obedience* by Stanley Milgram
- Watch an assigned film from the Conformity and Obedience in Entertainment list

Wed. Oct. 15

- Lecture: Conformity and Obedience
- **2,000 words and 6 areas of influence for attraction and persuasion due on the wiki by 11:59pm**
- **Reading Quiz VII, Conformity and Obedience and Milgram article due at 9:00am**

Mon. Oct. 20

- In-class exercise: Analyzing Film
- Discussion Question due for Conformity and Obedience film at beginning of class
- Read Chapter 8: Group Influence (pgs. 264-301)

Wed. Oct. 22

- Lecture: Group Influence
- **Reading Quiz VIII, Group Influence due by 9:00am**

Mon. Oct. 27

- In-class video: *Jonestown: The Life and Death of Peoples Temple*

Wed. Oct. 29

- **EXAM 2: Assigned materials from Oct. 1-Oct. 27**
 - **Located in the computer lab 2055**
- Read Chapter 9: Prejudice (pgs. 306-351)

Mon. Nov. 3

- Lecture: Prejudice
- **Reading Quiz IX, Prejudice due by 9:00am**

Wed. Nov. 5

- In-class video: *A Class Divided*
- [Take-home Prejudice Experiment due at beginning of class](#)
- Read Chapter 12, Helping (pgs. 438-478)

Mon. Nov. 10

- Lecture: Helping
- **Reading Quiz X, Helping due by 9:00am**
- **Peer Review Assignment Sheet filled out and submitted by the end of class**
- **4,000 words due on the wiki by 3:00pm**
- Read Chapter 15, Social Psychology in Court (pgs. 558-589)

Wed. Nov. 12

- Lecture: Social Psychology in Court
- **Reading Quiz XI, Social Psychology in Court due by 9:00am**

Mon. Nov. 17

- In-class video: *The O.J. Verdict*

Wed. Nov. 19

- In-class exercise: Analysis of The OJ Verdict
- **Peer Review Assignment due to 11:59pm**

Mon. Nov 24

- **EXAM 3: Assigned materials from Oct. 29-Nov. 19 and Attraction and Intimacy (pgs. 392-436)**
 - **Located in the computer lab 2055**

Wed. Nov. 26

- **HAPPY THANKSGIVING!!!! NO CLASS!!**

Mon. Dec. 1

- In-class Wiki Project Workday
 - Located in the computer lab

Wed. Dec. 3

- In-class Wiki Project Workday
 - Located in the computer lab

Mon. Dec. 8

- **OPTIONAL CUMULATIVE FINAL EXAM**
 - **LOCATED IN COMPUTER LAB 2055 FROM 8AM-10AM**
- **FINAL WIKI PROJECT DUE TODAY BY 11:59PM**

FINAL PROJECT: POLITICAL COMMERCIAL WIKI RUBRIC

Background:

A political ad uses several methods to influence voters. Some of these methods include sounds, images, emotions, persuasive language, and facts. Before creating an ad, political candidates and their commercial writers have to think about the following:

1. Who will the audience be? Is it general or a specific group?
2. What thoughts do we want our audience to have about our candidate? What thoughts do we want our audience to have about our opponent?
3. What arguments are we going to pose? What facts will we use to support these arguments?
4. What feelings do we want to provoke?
5. Who is our communicator?
6. Is the ad believable, effective, and persuasive?

Objective:

Your objective is to analyze 2 current (created in 2014) senatorial candidate commercials—1 that supports Mitch McConnell and 1 that supports Alison Lundergan-Grimes. There is a plethora of commercials on YouTube, so you will have no problem with finding one. However, you will have to be wise with your choices because you must be able to analyze your commercials using the paths and elements of persuasion discussed in the Myers text, *Social Psychology 11th Ed.* APA formatting must be used for the wiki. You can learn about APA formatting at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Method:

- I. List and discuss the important political issues that are of concern within the group of Final Project students (economy, environment, immigration, etc.).
 - A. Why is it important to vote?
 - B. Where does your group get information about presidential candidates?
 - C. What are the experiences that your group has had with voting?
 - D. How does your group feel about political commercials in general?
- II. Find 2 commercials—1 that supports McConnell and 1 that supports Lundergan-Grimes

III. For each commercial

- A. Describe the commercial's message and style with a quick summary. For example, if a person were blind or hearing impaired, how would you help them process this commercial?
 - a. Is there music? If so, what type of music is playing?
 - i. How does the music fit the commercial?
 - b. How are the images woven together? What colors are used?
 - i. Why do you think these images and colors were used?
 - c. Embed the commercials within your Wiki. YouTube has a Share/Embed button located below videos.
 - B. Determine which route this commercial is using—peripheral/implicit or central/ explicit
 - a. Explain your reasoning behind why you think it is peripheral or central
 - i. What is the purpose this commercial is serving based on the route they chose?
 - C. Discuss the audience intended for this commercial according to the age, sex, economic means, interests/hobbies, values, morals, cultural norms, motivations, assumptions and world view/perspective.
 - a. How involved do you think the audience is? Why?
 - b. What is this audience most likely thinking?
 - c. Who might the opinion leaders be and how does this commercial appeal them?
 - D. Describe the communicator. It could be the candidate, a potential voter, a child, a voiceover, etc.
 - a. What about this communicator makes him/her credible?
 - i. expertise and trustworthiness
 - b. What about this candidate makes him/her attractive and likable?
 - i. physical attractiveness, in-group membership, similarity or dissimilarity to the audience
 - E. Analyze the message content
 - a. Reason
 - i. List the facts, claims and statistics. Are they general or specific?
 - ii. Are these facts and statistics true?
 - iii. What sources are given to support them? Are they reliable sources?
 - b. Emotions and the effect these induced emotions can have on the audience
 - i. positive
 - ii. negative
 - c. Discrepancy
 - d. One-sided vs. two-sided appeals
 - i. Is an opposing argument recognized? If so, how is the opposing argument dealt with?
 - F. What aspects of the commercial will most likely be remembered?
 - a. Why will these aspects be remembered?
 - G. How effective do you think this commercial is at maintaining supporters and gaining supporters?
 - a. Discuss your reasoning
- ### IV. Compare and contrast the commercials
- A. How are the commercials similar?
 - B. How are the commercials different?
 - C. List the facts, claims and statistics each commercial presented. What are 2 counterarguments per commercial to these facts and statistics?
 - D. What does each commercial say about the opponent?

E. Based on your analysis, how effective is each ad?

a. Which commercial is most effective and why?

F. Imagine you are working for both candidates. What would you change about these commercials to improve them?

V. Conclusion

A. Has your perspective changed towards one or both candidates? If so, how has it changed?

a. What other points of view have you considered because of this assignment?

B. Compare your knowledge to the average voter's knowledge about each candidate. Discuss whether or not this assignment demonstrated the trustworthiness of political advertisements.

a. Should we vote without doing our own investigation on candidates? In other words, should we just trust what the commercials have to say? Why or why not?

C. What things about political commercials/advertisements were you taking for granted before this assignment?

D. What message do you want to share with others about political commercials/advertisements and persuasion?