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Zero Textbook Cost Syllabus for PSY 3056 (Social Psychology)

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SOCIAL PSYCHOLOGY (PSY 3056)

Summer 2018

Mon, Wed & Thur, 11:00am – 1:30 pm

Baruch College

Instructor: Soohyun Ashley Lee

Email:

Office:

Office Hours: By appointment

I. COURSE INFORMATION

Course Description

Social psychology aims for a broad understanding of how people think about, influence, and relate to one another in social settings. In this course, you will learn various concepts and theories in social psychology, which are all highly applicable to our everyday life. The major areas are self, social perception, attribution, attitude, decision making, attraction and rejection, aggression, pro-social behaviors, prejudice and discrimination, group processes, cultures etc. This course benefits students who would like to learn about oneself, improve social relationships with others, and apply basic psychological concepts to other applied fields of study. In addition, this class can help you practice useful skills like public speaking, working in teams, and writing skills as well.

Prerequisites Intro Psych (PSY 1001)

Learning Goals

Upon the completion of this course, you will be able to...

1. Describe key concepts, theories, and findings in social psychology.
2. Apply your knowledge of social psychology to current social events and your everyday life.
3. Analytically describe how situations and cultures can impact people's different social behaviors.
4. Demonstrate your ability to collaborate with peers in class.
5. Construct coherent arguments in written assignments and in-class discussion activities.

Course Materials

This class is a Zero Textbook Cost (ZTC) course. That is, you can access to all class materials through online without paying any costs. We will use an online textbook "Principles of Social Psychology" <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=74> for our main material. I will upload supplementary materials on Blackboard before every class begins. If you have any trouble to get access the online textbook, please let me know as soon as possible.

Communication

I will communicate with you using **Blackboard and e-mail address** that is tied to your Blackboard account (usually your Baruch e-mail address unless you have specified otherwise). Please check both Blackboard and your email regularly.

Class Format

Class time consists of interactive lectures and in-class activities such as small group exercises or in-class debates. Each class will be held based on the assumption that ***you have completed the assigned readings before class***. I will post class materials such as power point slides or additional materials to Blackboard ***after class***.

II. EVALUATION CRITERIA

Course Grading

	<i>Method</i>	<i>Points</i>
1	Attendance	10
2	Participation and In-Class Activities	15
3	In-Class Quiz	25
4	Midterm and Final Exam	25 each
5	Extra Credit Opportunity	--
	Total	100

1. How 'Attendance' will be graded?

- Attendance will be checked by using **name tags**.
 - Whenever you enter the classroom, you will pick up your name tag placed on the table and wear it throughout the class. At the end of the every class, I will collect your name tag for the next class.
- **Lateness policies**
 - You will receive 1 point for each class that you attend on time
 - Lateness in excess of 15 minutes will be considered an absence (zero point).
- **Excused absences** will be only two cases.
 - (1) Career-related or legal activities (e.g., jury service, job interview)
 - (2) Personal reasons (e.g., hospitalization, surgery, family issues)
 - You only have 1 absence for each reason. Please bring written documentation prior to any such absence. Other than those two cases, there is no excuse for absence. Especially, because this is a 5-week intense summer course, the attendance will be critically evaluated.
- **Leave class early**
 - If you have to leave class early (with solid reasons), you should notice me before the class starts and provide me with written documentation if applicable.
- **Religious observances**
 - Students who must miss class due to the observation of a major religious holiday must inform me in writing by the first week of class. Students must provide me with a list of the date(s) of the class(es) to be missed and the name(s) of the holiday(s) to be observed.

2. How 'Participation and In-Class Activities' will be graded?

- This class is a student-driven class. That is being said, there will be a lot of in-class assignments you will participate individually or as a group. I expect every student to actively participate in class and to promote constructive discussions. Besides in-class assignments, any extra contributions to class will be counted as well.
- Before the class ends, you will write your brief reflections about in-class activities on cue cards. I will evaluate your participations based on these low-stake writing assignments.
- When you are late or absent, in-class exercises cannot be made up.

3. How 'In-Class Quiz' will be administrated and graded?

- Upon arrival to the class, you will receive a 3-question quiz **every** class. It is an open-book quiz, so you can feel free to refer to your textbook while taking the quiz. However, due to time limits, I strongly encourage you to read your reading materials prior to the class.
- When you are late or absent, in-quiz cannot be made up.

4. How 'Exams' will be administrated and graded?

- Each exam will be open-book and consist of multiple-choice and short answer questions. Internet connection will be restricted.
- The final exam will not be cumulative.
- The questions will cover contents from a) the textbook, b) in-class activities & quizzes, c) materials covered in daily assignment, and d) any other supplemental materials distributed.
- **Makeup exams** will only be given in extraordinary circumstances.
 - You must notify me **at least three days in advance** by email **and** you must provide **official documentation** of the circumstances.

5. What is 'Extra Credit Opportunity'?

- **Psychology research participation**
 - You may volunteer to participate in up to 2 hours of psychological studies through the Psychology/Management Department participant pool (1 hour of participation = 2 points added to your final grade) for **a maximum of 4 points** added to your final grade.
 - Detailed instructions about using the participant pool are posted on Blackboard.
 - Sign up for studies on the SONA website (<http://baruch.sona-systems.com/>). Pay attention to the open and close dates of SONA for the semester. It typically closes two weeks before the semester ends, so you should not wait until the last minute.

*** How learning objectives are linked to these evaluation criteria?**

Learning objectives	Graded Assignments
1. Describe key concepts, theories, and findings in social psychology.	Mid-term and final exams; In-class quizzes
2. Apply your knowledge of social psychology to current social events and your everyday life.	In-class activities (esp. low-stakes writings and self-survey)
3. Analytically describe how situations and cultures can impact people's different social behaviors.	Mid-term and final exams; in-class activities (esp. group discussions)
4. Demonstrate your ability to collaborate with peers in class.	In-class activities (esp. think/pair/share activities)
5. Construct coherent arguments in written assignments and in-class discussion activities.	Mid-term/ Final exams; all types of in-class activities

*** Grading Scale:**

A = 93% ~	B+ = 87-89%	B- = 80-82%	C = 73-76%	D+ = 67-69%	D- = 60-62%
A- = 90-92%	B = 83-86%	C+ = 77-79%	C- = 70-72%	D = 63-66%	F = 0~ 59%

NOTE: Grades will be rounded to the nearest whole number at the end of the semester.

III. CLASSROOM INTEGRITY

Mutual Expectations

	What Can You Expect From Me?	What Do I Expect From You?
Professional Ethics:	<ul style="list-style-type: none"> - I have responsibilities to maintain respectful classroom climate by treating all students with respect. - I will evaluate your assignments and exams fairly. 	<ul style="list-style-type: none"> - Arrive to class on time. - Be respectful in your languages, gestures, and behaviors (including using electronic devices)
Academic responsibility	<ul style="list-style-type: none"> - I will provide constructive feedback that prompt your learning timely - Whenever you have questions, I will do my best to provide clarification by giving different explanations and better examples in class and outside of the class. - I will try my best to respond your email promptly. 	<ul style="list-style-type: none"> - Read the assigned materials before class. - Active in your learning process: Listen to lectures mindfully. Submit high quality of your assignment on time. Ask questions in class or outside of class when you need help. - Be responsive in online communications with instructors using Blackboard and emails.

Electronic Use Policy

- The mobile use in the classroom is not allowed.
- Laptops and tablets can be used to view class materials and take notes.
 - However, if I observe a student using a laptop in a distracting or disrespectful manner, I reserve the right to rescind permission to use your device for note taking and the right to ask that student to leave the lecture.

Academic Integrity

- Academic work should be based on mutual trust and respect for each other. It is each students' responsibility to understand and adhere to Baruch College's academic honesty policies (I will also follow academic integrity policies for faculty).
- Please read carefully everything in http://www.baruch.cuny.edu/academic/academic_honesty.html. You can ask me any clarification.
- For students who are found to be in violation of these policies, especially plagiarism and cheating, there will be no tolerance at all. That is, those students will receive a failing mark on the project or exam and may be excluded from taking any further quizzes or exam in this course. In addition, it is my responsibility to report all academic misconducts to the Office of the Dean of Students. This report becomes part of your permanent file. Therefore, please review the academic honesty brochure thoroughly.

IV. STUDENT RESOURCES & MISCELLANEOUS INFO

Services for Students with Disabilities

- It is the policy of Baruch College that the college is committed to making students with disabilities fully participate in every activity on campus through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990.
- If you feel you may be in need of this, please discuss it with me in advance, and contact the Office of Services for Students with Disabilities at (646) 312-4590, VC 2-272, or <http://www.baruch.cuny.edu/studentaffairs/ossd/disabilityServices.htm>.

Writing Center

- <http://www.baruch.cuny.edu/writingcenter>
- VC 8-185, 646.312.4012

Student Academic Consulting Center

- <http://www.baruch.cuny.edu/sacc/>
- VC B 2-116, 646.312.4830

Childcare

- <https://www.baruch.cuny.edu/studentaffairs/earlyLearningCenter.htm>
- The Early Learning Center at Baruch College provides quality childcare and education services to children of Baruch College students. The program enrolls children aged 2 ½ to 5 years old throughout the year as space is available.

Public Safety Department

- <https://www.baruch.cuny.edu/psafety/newsletter.htm>
- Check sexual assault/harassment report procedures, and other public safety tips.

Baruch Academic Calendar

- <https://www.baruch.cuny.edu/registrar/registration/academic-calendar.html#su18ac>

Baruch Grade Policy

- <https://www.baruch.cuny.edu/registrar/faculty-and-staff/non-traditional-grade.html>

School Cancellations

- In the event of a school cancellation, we will resume class as usual on the next scheduled class day (e.g. if we miss class on a day a test is scheduled, then the test will be given the first regularly scheduled class day thereafter). Changes to the class schedule will be discussed during the first class meeting following the cancelled class.

V. COURSE SCHEDULE

#	Date	Chapter	Major Topics (Prepare your quiz based on these topics!)	In-Class Activities (examples)	Materials to Read Prior to Class	
1	07-16 (Mon)	Course Overview & Chap 1. Introducing Social Psychology	Syllabus Review, ABC Triad; Social psychology vs. other social sciences, Why study social psychology	Self-reflection essay; group activities regarding ABC triad	Chapter 1.	
2	07-18 (Wed)	Chap 4. The Self (1)	Self-concept, self-complexity, self-awareness, self-esteem, self-presentation, self-monitoring, narcissism	Self-survey; group discussion regarding social media and narcissism	Chapter 4.1 & 4.2	
3	07-19 (Thur)	Chap 4. The Self (2)	Social comparison, social identity, cultural differences in self	Self-survey; group discussion about culture and self	Chapter 4.3 & 4.3	
4	07-23 (Mon)	Chap 2. Social Learning & Cognition	Social learning, schema, self-fulfilling prophecy, automatic vs. controlled cognition, false consensus bias, over-confidence, counterfactual thinking, cultural differences in social cognition	Self-reflection essay; group activities regarding cognitive biases	Chapter 2	
5	07-25 (Wed)	Chap 3. Social Affect	Theories in emotions, basic vs. secondary emotions, emotional responses, expressions, and regulations, cultural differences in emotions	Group discussion regarding emotions in various contexts	Chapter 3	
6	07-26 (Thur)	Chap 6. Perceiving Others	Initial impression formation, central traits, causal attribution, covariation principles, locus of control, cultural differences in attributions	Self-survey; self-reflection essay	Chapter 6	
7	07-30 (Mon)	Mid-term Exam				
8	08-01 (Wed)	Chap 5. Attitudes, Beliefs, and Persuasion	Definition of attitude; attitude strength, attitude-behavior link, attitude change, persuasion techniques, cognitive dissonance theory	Group activities applying persuasion principles to marketing techniques	Chapter 5	
9	08-02 (Thur)	Chap 7. Influencing and Conforming	Normative and informational influence; majority vs. minority social influence, obedience, power, personal, gender, and cultural differences in conformity	Group activities regarding conformity on campus	Chapter 7	

#	Date	Chapter	Major Topics (Prepare your quiz based on these topics!)	In-Class Activities (examples)	Materials to Read Prior to Class
10	08-06 (Mon)	Chap 8. Liking and Loving	Principles of interpersonal attraction, relationship closeness, triangular model of love, attachment style, rejection	Self-survey; group activities regarding attraction and rejection	Chapter 8 + supplementary readings
11	08-08 (Wed)	Chap 9. Helping and Altruism	Altruism, rewards and costs of altruism, effects of affect, personality, and social contexts on helping, bystander intervention	Group activities regarding true altruism	Chapter 9
12	08-09 (Thur)	Chap 10. Aggression	Different types of aggression, inner vs. external triggers of aggression, aggression through social learning and reinforcement. personal, gender, and cultural differences in aggression	Group activities regarding aggressions in media.	Chapter 10
13	08-13 (Mon)	<i>No Class</i>			
14	08-15 (Wed)	Chap 13. Stereotype, Prejudice, and Discrimination & Wrap up the semester	Social categorization, ingroup favoritism, outgroup derogation, modern racism, hostile and benevolent sexism; Modern racism, stereotype threat, reducing prejudice	Self-reflection essay; group discussion about racism and sexism in everyday life	Chapter 13 + supplementary readings
15	08-16 (Thur)	Final Exam			



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