COURSE SYLLABUS

Division: Theoretical and Behavioral Foundations
Program Area: Educational Psychology
Course: EDP 7400 Foundations of Social Psychology
Call Number: 21197
Section: 001
Credit Hours: 3 credits
Term / Year: Winter 2016
Location: 312 State Hall
Day / Time: Tuesday 4:30 – 7:15 PM
Instructor: Paul G. Chrustowski, Ph.D.
Phone: Mobile: (586) 942-6763
E-mail: ak0070@wayne.edu or paul.chrustowski@wayne.edu
Office Hours: Before or after class or by appointment

Course Description:
Social Psychology examines how the thoughts, feelings and behaviors of people are influenced by the real, imagined, or implied presence of other people. This course covers three basic sub-areas: social thinking (social perception, heuristics, social judgment, self-efficacy, beliefs, and attitudes), social influence (cultural influences, conformity, persuasion, group dynamics, the theory of reasoned action) and social relations (prejudice, aggression, attraction, and helping/altruistic behavior). Core theories of social psychology are comprehensively explored including the impact of social psychological principles on the intrapersonal domain as well as the interpersonal domain. The supporting research in each domain is covered in detail. Also included are applications of social psychology to effecting intrapersonal and interpersonal change in a variety of social environments, including educational and clinical settings. Other over-arching social psychological theories and research, which span both intra- and interpersonal domains, are emphasized. These include: cognitive dissonance, self-justification, attribution theory, and expectancy theory.

Learning Objectives / Course Outcomes:
Upon completion of this course, the student will be able to:
1. Understand and effectively communicate their knowledge of social thinking, social influence and social relations verbally and in writing.
2. Understand social psychological research methodology.
3. Understand how social psychological principles impact our self-referent thoughts, judgments, and decision-making.
4. Understand how to apply social psychological principles to effect intrapersonal change.
5. Understand social psychological principles such as social cognition, social perception, prejudice, self-justification, cognitive dissonance, expectancies, and attribution theory, and the role of these principles in understanding and thinking about ourselves and others.
6. Understand how social psychological principles impact our interpersonal relations such as conformity, persuasion, prejudice, aggression, attraction, and altruism.
7. Understand how to apply social psychological principles to effect interpersonal change.
8. Function effectively as a member of a collaborative problem-solving group.
9. Attend to and identify elements of group dynamics, including: organizational hierarchies, group norm development, patterns of communication, leadership styles, adaptation to change, persuasion, cooperation and competition, motivation, prejudice, acceptance and ostracism.
Required Text:

Supplemental Recommended Texts:


Assignments:
1. All students will complete reading assignments as listed in the class schedule prior to
lecture and participate in lecture discussions.
2. Each student will be assigned to a group, and as a group will complete four research
papers and classroom presentations on topics related to contemporary applications
of social psychology. Topic list will follow.
3. Students will also be required to submit 3 one-page individual reflections. Topic list
and directions will follow.

Exams
Three exams will be administered. They will not be cumulative per se; however, information
discussed early in the course will have a direct bearing on later information. Exams will be
administered via Blackboard. They must be completed individually within the time limit and
submitted by the due date.

Quizzes
Quizzes will be given weekly. These quizzes have multiple important purposes including: 1.)
determining if we need to review some concepts more thoroughly or move on to a new topic,
2.) encouraging completion of assigned readings, 3.) encouraging regular lecture attendance,
4.) encouraging review of lecture notes rather than “cramming” for the exams, and 5.) serving
as study aides for exams. Quizzes will be administered at the beginning of class and will be very
brief (e.g. 5 minutes). There will be a minimum of 12 quizzes. Students will have the option of
dropping their two lowest quiz grades at the end of the term.

Group Activities
Each student will be assigned to a group, and all class work throughout the semester will be
done as part of the group. Your membership in this group will provide you with many
opportunities to develop collaborative group problem-solving skills, a key work skill in school and
educational psychology. Participation in the group work will also provide many opportunities to
experience and observe social psychological principles in action. Each class will begin with a
brief group problem-solving discussion activity designed to solidify your understanding of the
previous week’s lecture. The problem-solving group will document their solution in a Blackboard
journal entry so that the entire class can have a record and benefit from the learning experiences as these problem-solving sessions are a great review. Each group will also have the
opportunity to be non-participant observers making observations and notes on the group
process and group dynamics such as: patterns of communication, evolution of leadership,
persuasion, cooperation, conflict, etc. (The instructor will provide supplemental detailed
information about group work and assignments.)
Group Research Papers / Presentations
Each group will be assigned three research papers and presentations to complete from the following topics related to contemporary applications of social psychology.

<table>
<thead>
<tr>
<th>Topic #</th>
<th>Topic</th>
<th>“Spring board” chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is the impact of social influence via media and/or the cyber social world?</td>
<td>Schneider, Grumman &amp; Coutts chapter 7</td>
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<tr>
<td>2</td>
<td>How do social psychological principles manifest within the social context of family systems?</td>
<td>Medway &amp; Cafferty chapters 6 &amp; 17</td>
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<tr>
<td>3</td>
<td>How can social psychological principles be applied to effecting organizational change in larger social systems, such as schools or corporations?</td>
<td>Medway &amp; Cafferty chapter 7; Schneider, Grumman &amp; Coutts chapter 10</td>
</tr>
<tr>
<td>4</td>
<td>How do social psychological principles impact psychological evaluation and testing?</td>
<td>Medway &amp; Cafferty chapter 9</td>
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<tr>
<td>5</td>
<td>How can social psychological principles be therapeutically applied to counseling, therapy, and consultation?</td>
<td>Medway &amp; Cafferty chapters 10 &amp; 11; Schneider, Grumman &amp; Coutts chapter 5</td>
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<tr>
<td>6</td>
<td>How can social psychological principles be applied to academic behaviors and instruction and teaching?</td>
<td>Medway &amp; Cafferty chapters 3, 4, 12, 14, 18; Schneider, Grumman &amp; Coutts chapter 9</td>
</tr>
<tr>
<td>7</td>
<td>How can social psychological principles be applied to understand and create safe environments for sexual minority (LGBT) students?</td>
<td>Schneider, Grumman &amp; Coutts chapter 14</td>
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<tr>
<td>8</td>
<td>How can social psychological principles be applied to health promotion, health maintenance and/or health care?</td>
<td>Aronson, Wilson &amp; Akert Social Psychology in Action chapter 2; Schneider, Grumman &amp; Coutts chapter 8</td>
</tr>
<tr>
<td>9</td>
<td>How can social psychological principles be applied to the legal and criminal justice systems?</td>
<td>Aronson, Wilson &amp; Akert Social Psychology in Action chapter 3; Schneider, Grumman &amp; Coutts chapter 11</td>
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Topics will be randomly assigned to each group on the first class meeting and will be completed by the dates presented in the syllabus. Most topics have some recommended readings from the core or supplemental text to serve as core references for your. Your paper and presentation should not be a chapter summary alone. The topics are broad enough to grant groups some leeway in deciding what aspects of the topic to address. Groups will be graded partially on the uniqueness and presented importance about the aspect of the topic they choose. The topics as listed above should not equate to the specific title of your paper and presentation. The paper will be judged on the thoroughness of topic coverage and not on the length of the paper. Supporting your stance on the topic with classic and contemporary social psychological theory and empirical research is essential, as is adherence to APA standards with regards to citations and references. (See scoring rubric) Presentations should be time-limited to about 15 minutes and be used to highlight key points in the paper. The papers will be provided to the class via the course’s Blackboard site. All students are responsible for learning the topics covered, and any content in the paper, once judged accurate by the instructor, can and will be included on exams.
The respective groups can divide the labor as they choose. However, the grade received for each paper and presentation will be received by the whole group, regardless of the role of an individual member in the paper or presentation.

The score for the presentation will be averaged from the instructor’s rating and the other groups’ rating of the presentation. See rubric provided.

A total grade will be calculated from the combination of the grade for the paper and grade for the presentation.

**Individual Topic Reflection:**
Throughout the semester, students must choose *three of the following five* individual activities to engage in and write a one-page reflection on their experience and how it related to their understanding of the related social psychological content.

<table>
<thead>
<tr>
<th>Persuasion in the Cyber-Social World</th>
<th>Use any of your preferred social media sites (e.g. Facebook, etc.) and try to apply principles of persuasion in the cyber social world to get cyber friends to support a particular cause or “like” a particular topic. Reflect on your experience. Did the principles of persuasion discussed in class apply similarly in the cyber social world?</th>
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<tbody>
<tr>
<td>Day of Non-Conformity</td>
<td>Think of all the various ways that we conform to certain conventions or social expectations on a daily basis. Choose a simple way to not conform to those traditional social conventions for a day. (Do not do anything that is illegal, will violate the rights of others, or reflect poorly on the university). Stand backward in the check-out line at the supermarket. Talk to random strangers in elevators. Wear mismatched or gender-non-conforming clothes. Sing in public. Go a day without styling your hair or wearing make-up. Be creative! Write about your experiences. How did people react to you? How did you feel?</td>
</tr>
<tr>
<td>Day of Social Justice and Prosocial Behavior</td>
<td>Spend a day being extra-conscientious of the feelings and needs of others. Throughout the day, try to do things, big or small, to be altruistic—help without expecting anything in return. Write about your experiences. What were the reactions of those you helped? How did you feel?</td>
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<tr>
<td>Day of Prejudice Awareness</td>
<td>Spend a day being extra-conscientious of your own prejudices. When you catch yourself prejudging someone, stereotyping, or otherwise not thinking of someone else as a unique individual, do not judge yourself—but reflect on what you think the origins of that prejudice may be. Write about what you learned about yourself and your own prejudices.</td>
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<tr>
<td>Day of Gratitude</td>
<td>Write a letter of gratitude to someone you feel deserves your thanks for anything big or small. If you are willing, give them the letter or read it to them. Write about your experiences. How did the person react? How did you feel doing this exercise?</td>
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</table>
Class Policies:
- Students are expected to attend each class session at the assigned time and with the assigned readings completed.
- Most lecture notes will be available for download by students from the course’s Blackboard site. Students are highly encouraged to download notes for lectures and the week’s group discussion activity prior to class.
- If you plan to miss a class, please alert the instructor beforehand via phone, e-mail, or text message and arrange to obtain lecture notes. If a student misses a quiz without prior notification of the instructor of the absence, the quiz score will be zero. If a student misses a quiz with prior notification, there will be no penalty, and the student will have the option of a make-up quiz.
- All lectures are scheduled to be recorded with computer screen captures using the Echo Center system. If you miss a class, you are highly encouraged to review the miss lecture by clicking the Echo Center link on the course’s Blackboard site.
- Students will be expected to take the exams and submit completed assignments on the scheduled date. In the case of any emergencies that prevent you from doing so, please alert the instructor beforehand. Grades of incomplete are discouraged and cannot be granted without written request by the student.

Electronic Device Policies:
- Use of electronic web-enabled devices in class is highly encouraged, and if feasible, quizzes will be administered using a web-based interactive response system.
- Please use your devices for intended academic purposes, and not for web-surfing, texting, or other distracting intents.
- Please place phones on vibrate while in class.
- If you must respond to a phone call or text during class, please discreetly step out into the hall.

Positive Behavior Interventions and Supports (PBIS) Principles:
- Student and instructor conduct should at all times be governed by PBIS principles of being responsible, respectful, and safe.
- You may challenge ideas, but not the person.
- Contribute without monopolizing discussions.
- Bring what you need to get through class in terms of food and drinks, but do not let it be a distraction.
- Clean up your messes and refuse and leave the room in a tidy state at the end of class.

For students in the School and Community Psychology Program:
PROFESSIONAL BEHAVIOR AND NASP STANDARDS
This course is a required course in the School & Community Psychology Program, a NASP-approved program. Consistent with the goals of the National Association of School Psychologists (NASP), and as outlined in the School and Community Psychology program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior:

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

Your in-class performance will be evaluated on these characteristics and the domains of the NASP practice model applicable to this course. This model will be repeatedly referred to throughout the course and the entire School & Community Psychology program. Your attention will frequently be called to how the topic we are covering at any given time is related to the
practice model. (See the detailed description of the NASP domains in the Student Handbook and the NASP Practice Model info-graphic on following page.) Because these work characteristics are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

Schedule follows. Topics provide a broad description of what will be covered. Please note: each topic discussion includes the theoretical basis supported by the classic and contemporary social psychological research (as applicable) in that topic area.

**Class Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Read the assigned chapter before class</th>
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</table>
| Class 1: Jan. 12 | Course overview:  
**Topic #1:** Introducing social psychology | Syllabus, Supplemental materials, Chapter 1                      |
| Class 2: Jan. 19 | **Topic #2:** Methodology: How Social Psychologists Do Research       | Chapter 2                                                       |
| Class 3: Jan. 26 | **Topic #3:** Social Cognition: How We Think About the Social World  | Chapter 3                                                       |
| Class 4: Feb. 2  | **Topic #4:** Social Perception: How We Come to Understand Other People  
Presentation #1 What is the impact of social influence via media and/or the cyber social world? | Chapter 4                                                       |
| Class 5: Feb. 9  | **Topic #5:** Self-Perception: Understanding Ourselves in a Social Context | Chapter 5                                                       |
| Class 6: Feb. 16 | **Completion of Exam #1 via Blackboard due by 4:30 PM (Topics 1-5)**  
**Topic #6:** The Need to Justify Our Actions: The Costs and Benefits of Dissonance Reduction  
Presentation #2 How do social psychological principles manifest within the social context of family systems? | Chapter 6                                                       |
| Class 7: Feb. 23 | **Topic #7:** Attitudes & Attitude Change: Influencing Thoughts and Feelings  
Presentation #3 How can social psychological principles be applied to effecting organizational change in larger social systems, such as schools or corporations? | Chapter 7                                                       |
| Class 8: March 1 | **Reflection due for those choosing:** Persuasion in the Cyber-Social World  
**Topic #8:** Conformity: Influencing Behavior  
Presentation #4 How do social psychological principles impact psychological evaluation and testing? | Chapter 8                                                       |
<table>
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<tr>
<th>Date</th>
<th>Topics</th>
<th>Read the assigned chapter before class</th>
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<tbody>
<tr>
<td>Class 9:</td>
<td>Reflection due for those choosing: Day of Non-Conformity</td>
<td>Chapter 9</td>
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<td>March 8</td>
<td>Topic #9: Group Processes: Influence in Social Groups</td>
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<td>March 15</td>
<td>No Class—Spring Recess</td>
<td></td>
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<tr>
<td>Class 10:</td>
<td>Completion of Exam #2 via Blackboard due by 4:30 PM (Topics 6-9)</td>
<td>Chapter 10</td>
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</table>
| March 22     | Topic #10: Interpersonal Attraction: From First Impressions to Close Relationships  
Topic #10: Interpersonal Attraction: From First Impressions to Close Relationships  
Presentation #5 How can social psychological principles be therapeutically applied to counseling, therapy, and consultation?  
Presentation #5 How can social psychological principles be therapeutically applied to counseling, therapy, and consultation?  |
| March 29     | Topic #11: Prosocial Behavior: Why Do People Help?                     | Chapter 11                              |
| Class 12:    | Reflection due for those choosing: Day of Social Justice and Prosocial Behavior | Chapter 12                              |
| April 5      | Reflection due for those choosing: Day of Social Justice and Prosocial Behavior | Chapter 12                              |
| Class 12:    | Topic #12: Aggression: Why Do We Hurt Other People? Can We Prevent It? | Chapter 12                              |
| April 5      | Topic #12: Aggression: Why Do We Hurt Other People? Can We Prevent It? | Chapter 12                              |
| Class 13:    | Topic #13: Prejudice: Causes, Consequences, and Cures                  | Chapter 13                              |
| April 12     | Topic #13: Prejudice: Causes, Consequences, and Cures                  | Chapter 13                              |
| Class 14:    | Reflection due for those choosing: Day of Prejudice Awareness          | Chapter Social Psychology in Action 1    |
| April 19     | Reflection due for those choosing: Day of Prejudice Awareness          | Chapter Social Psychology in Action 1    |
|              | Topic #14: Social Psychology in Action: Using Social Psychology to Achieve a Sustainable and Happy Future | Chapter Social Psychology in Action 1    |
|              | Presentation #7: How can social psychological principles be applied to understand and create safe environments for sexual minority (LGBT) students? | Chapter Social Psychology in Action 1    |
| April 26     | University Study Day—classes do not meet                               | Chapter Social Psychology in Action 1    |
Finals Week
Class 15:
May 3

Completion of Exam #3 via Blackboard due by 4:30 PM (Topics 10-14)

Reflection due for those choosing: Day of Gratitude

Evaluation & Grading:
The following is the recommended grading scale of the Educational Psychology Department which will be used in this class:

- A 93 - 100%
- A- 90 - 92.9%
- B+ 87 - 89.9%
- B 83 - 86.9%
- B- 80 - 82.9%
- C+ 77 - 79.9%
- C 70 - 76.9%
- F 69 and below

The final grade will be comprised of the following:

Exam #1 10%
Exam #2 10%
Exam #3 10%
Average of 12 highest Quizzes 10%
Group Paper/Presentation #1 10%
Group Paper/Presentation #2 10%
Group Paper/Presentation #3 10%
Individual Reflection #1 10%
Individual Reflection #2 10%
Individual Reflection #3 10%

100%

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their class or examinations involve conflict with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Student Disabilities Services
(edited statement from the SDS web site):
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.
Academic Dishonesty -- Plagiarism and Cheating
(edited statement from the DOSO’s web site):
Academic misbehavior means any activity that tends to compromise the academic integrity of
the institution or subvert the education process. All forms of academic misbehavior are
prohibited at Wayne State University, as outlined in the Student Code of Conduct
(http://www.doso.wayne.edu/student-conduct-services.html). Students who commit or assist in
committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or
other course-related activity in question, or for the entire course) and/or additional sanctions as
described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or
  attempting to provide, unauthorized materials, information or assistance in any
  academic exercise. Examples include: (a) copying from another student’s test paper; (b)
  allowing another student to copy from a test paper; (c) using unauthorized material such
  as a “cheat sheet” during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation.
  Examples include: (a) citation of information not taken from the source indicated; (b)
  listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a)
  failure to use appropriate referencing when using the words or ideas of other persons; (b)
  altering the language, paraphrasing, omitting, rearranging, or forming new combinations
  of words in an attempt to make the thoughts of another appear as your own.

- **Other forms of academic misbehavior include,** but are not limited to: (a) unauthorized
  use of resources, or any attempt to limit another student’s access to educational
  resources, or any attempt to alter equipment so as to lead to an incorrect answer for
  subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations;
  (c) violating course rules as defined in the course syllabus or other written information
  provided to the student; (d) selling, buying or stealing all or part of an un-administered
  test or answers to the test; (e) changing or altering a grade on a test or other academic
  grade records.

**Course Drops and Withdrawals:** In the first two weeks of the (full) term, students can drop this
class and receive 100% tuition and course fee cancellation. After the end of the second week
there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a
withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF
(failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated
after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a
grade. Because withdrawing from courses may have negative academic and financial
consequences, students considering course withdrawal should make sure they fully understand
all the consequences before taking this step. More information on this can be found at:
http://reg.wayne.edu/pdf-policies/students.pdf

**Student services**
- The Academic Success Center (1600 Undergraduate Library) assists students with content
  in select courses and in strengthening study skills. Visit www.success.wayne.edu for
  schedules and information on study skills workshops, tutoring and supplemental
  instruction (primarily in 1000 and 2000 level courses).
- The Writing Center is located on the 2nd floor of the Undergraduate Library and provides
  individual tutoring consultations free of charge. Visit
  http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments,
  and the type of help they can provide.