

PSYC 231 Social Psychology Fall 2016

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Required Text: Kassir, Fein, Markus, Burke. *Social Psychology* (2nd Canadian Edition)

*used copies of the text should be available – this text was used last spring and in summer 2016

Course Content: Social psychologists seek to understand many facets of people's thoughts, feelings, and behaviours. The key concept of this class is social influence – how do other people influence our beliefs and behaviours. Some of the specific topics we will cover in this class are: *person perception* (how we process thoughts about people and come to our conclusions about them); *self* (how we come to think about ourselves and how we try to influence others' impressions of us); *group processes* (what happens when people pool their ideas and efforts with others). Throughout the class, I expect you will readily see connections with everyday life. You will likely find your own life experiences coming to mind as we discuss social psychology theories and research. I hope this course will be a thought-provoking experience for you as you consider the underlying causes of behaviour you have either witnessed first-hand or experienced yourself. Welcome to the intriguing world of “real life” psychology!

Prerequisites: The pre-requisites for this course are PSYC 100A & 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program.

Contacting your instructor: I am happy to meet with you during my scheduled office hours (available at CourseSpaces Site) or immediately after any class meeting.

You can also reach me via email at ebrim@uvic.ca.

To support a timely response to your e-mail queries, please, (1) Include “PSYC 231” in the subject line of your e-mail, and (2) Provide your name and student number at the end of your message.

Some questions are much better posed in a face-to-face meeting rather than an e-mail exchange. Please meet with me in person to discuss:

- The evaluation of your assignments or exam responses
- Broad subject matter (e.g., you have a general curiosity and you'd like to chat and learn more)

In the event that 2 days pass and you have not received a response, it is possible your message was overlooked or inadvertently deleted by a spam filter. In that situation, please re-send your message or contact me in person or by phone (250-721-7547). I appreciate your help in fostering effective e-mail communication.

Supporting an Effective Learning Environment:

Please help to create a space where everyone can comfortably listen and learn. To help achieve a prompt start to lectures and minimize disruptions during class, please arrive on time and turn off the sound on any electronic devices you have with you. Be mindful of the distraction conversations/laptop or cellphone activity can pose to your classmates. If you foresee a need to leave class early, please sit close to a door and exit quietly.

CourseSpaces: will be used primarily as a communication tool and resource centre. The course outline will be posted at the site. You will submit your homework assignments via the site. You will be able to check your grades at the site. And I will post some bare bones notes of material covered at each class meeting. I recommend that you take notes when you are in class. You will want a good record of lecture material when you study for exams.

Examinations: This course includes **4 exams, (the first 3 are each worth 26% of your final grade; the 4th exam is worth 15%)**. The exams will consist of a combination of multiple choice and short answer questions. The exams will NOT be cumulative in nature (i.e., each exam addresses a distinct “chunk” of course content). There is no cumulative final exam for this course. *All* course content is potential test material so make sure you review your lecture notes and your text book (there will definitely be test questions that address material in the text book that was not discussed in class). Exam dates are noted in the schedule of class meetings (below).

Missed Examinations: You are expected to write each examination at its regularly scheduled time. If you see an exam date that poses a conflict to your schedule, contact Dr. Brimacombe in person or via e-mail (ebrim@uvic.ca) to discuss your circumstances and request an alternate date for the exam you will miss. If illness or personal emergency prevents you from attending an exam, contact Dr. Brimacombe within 1 day of the missed exam (either in person or via e-mail) to request consideration for alternate scheduling of the exam. If you do not make contact within 1 day of the missed exam, you will receive a score of 0 for the exam. In the event that illness or injury prevents you from contacting your instructor in a timely manner, you will be asked to provide supporting documentation from a health care professional. If a makeup exam option is provided to you, that makeup exam will not be the same exam that was written at the scheduled time in class. The makeup exam will address the same content as the regularly scheduled exam, but the format (e.g., number of multiple-choice versus short answer questions) may differ. Dr. Brimacombe will create all makeup exams and will individually deal with students who are granted permission to write a makeup.

Homework Assignments: Two homework assignments (together worth 6% of your final grade) are part of your course work. Details concerning the homework assignments will be shared at the CourseSpaces site: Sept 20 (homework 1); Nov 18 (homework 2)

Research Participation, Workshop Completion, or Brief Written Report (worth 1% of your final grade). To earn 1% of your course grade, you have the option of either completing the Bystander Intervention Workshop at Uvic <http://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/index.php> or participating in Uvic psychology research through the Research Participation Pool, or completing 1 brief written report, to earn 1% of your grade. See CourseSpaces or the last two pages of this syllabus for more information. **NOTE:** If you choose to use research credits for this course requirement, pay special attention to the fact that 2 SONA credits = 1% towards your grade. So you need 2 SONA credits to receive full course marks on this component based on research participation.

Final Grades: Your final grade will be based on 4 exams (93%), 2 Homework Assignments (6%), Workshop Completion or Research Participation or Brief Report (1%).

Letter grades will be based on your final percentage score (per UVic grading system):

A+ 90 – 100	B 73 - 76	D 50 - 59
A 85 - 89	B- 70 - 72	F below 50
A- 80 - 84	C+ 65 - 69	
B+ 77 - 79	C 60 - 64	

In determining your final letter grade, grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade will be rounded to 90. An error in calculating the final grade is the only reason that a final grade will be changed.

Planned Schedule of Class Meetings – Exam dates are fixed. But it is possible that we will shift slightly in timing as we move through the set of topics below – pacing can be difficult to pin down precisely and sometimes unexpected circumstances (e.g., a storm or power outage) can cause a class cancellation.

*Note: Any changes to the schedule will be announced in class and posted at the CourseSpaces site.

Date	Topic	Reading	Additional Information
F Sept 9	Introduction to the Course and the field of Social Psychology	Chapter 1	No exam questions on chapter 1
T Sept 13	Doing Social Psychology Research	Chapter 2	
F Sept 16	Doing Social Psychology Research	Chapter 2	
T Sept 20	The Social Self	Chapter 3	Homework 1 info at CourseSpaces
F Sept 23	The Social Self	Chapter 3	
T Sept 27	Exam 1		Exam is worth 26% of your final grade Re: chapters 2 and 3
F Sept 30	Perceiving Persons	Chapter 4	
T Oct 4	Perceiving Persons/Stereotypes	Chapter 4/5	
F Oct 7	Stereotypes	Chapter 5	
T Oct 11	Attitudes	Chapter 6	Homework 1 due (3% of final grade)
F Oct 14	Attitudes	Chapter 6	
T Oct 18	Exam 2		Exam is worth 26% of your final grade Re: chapters 4, 5, 6
F Oct 21	Conformity	Chapter 7	
T Oct 25	Conformity	Chapter 7	Homework 2 info at CourseSpaces
F Oct 28	Group Processes	Chapter 8	
T Nov 1	Group Processes/Attraction	Chapter 8/9	
F Nov 4	Attraction	Chapter 9	
T Nov 8	Exam 3		Exam is worth 26% of your final grade Re; Chapters 7, 8, 9
F Nov 11	Remembrance Day		NO CLASS MEETING
T Nov 15	Helping	Chapter 10	
F Nov 18	Helping/Aggression	Chapter 10/11	Homework 2 due (3% of final grade)
T Nov 22	Aggression	Chapter 11	
F Nov 25	Aggression/Law	Ch 11/App. A	
T Nov 29	Law	Appendix A	
F Dec 2	Exam 4		Exam is worth 15% of your final grade RE: chapters 10, 11, Appendix A

We will move through the textbook at a fairly brisk pace and skim through a wide range of content. If this course fires up your interest in social psychology, check out other courses within the Social Psychology stream of our undergraduate program. There are opportunities for you to dive more deeply into content introduced in this class.

Course Experience Survey (CES)

I value what I can learn from your perspective and feedback on this course. Towards the end of the term a link to an anonymous survey regarding your experience in PSYC 231 will be provided to you (at the CourseSpaces site for this class and via MyPage). Your feedback and suggestions are extremely helpful to me as I work to develop my skill as a teacher and build a course that is fulfilling and beneficial to students. I'll remind you of the CES when the survey is available online.

Workshop Completion or Research Participation: You have the option of earning 1% of your course grade by completing the Bystander Intervention workshop: <http://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/index.php> or by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credit, with 2 credits required to earn the 1% toward your course grade. Thus, one hour of participation is required to earn the full 1%. For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise your research participation will not be credited toward this course.

Alternative to participating in research or workshop

Participation in research or the Bystander Intervention workshop is not mandatory for the 1% portion of your course grade. Instead of research or workshop participation, you may submit a brief report (1-2 page double spaced, 12 pt. font, ¾ inch margins) based on the options listed below. Each report counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow these specific guidelines. The reports must:

- Be submitted on CourseSpaces by 3 pm Tuesday December 6. Late submissions will not be accepted under any circumstances. E-mailed or hard copy submissions will not be accepted
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer than 2 pages or much shorter than one page.
- Be drawn from this list of options:

- Imagine a researcher decides to conduct a laboratory experiment on stress and problem-solving. Share your ideas for conducting this research by clearly explaining: (1) your hypothesis, (2) your independent variable (and how you will manipulate it); (3) your dependent variable (and how you will measure it), (4) any ethical issues associated with the research, (5) whether (and why) you would use random assignment in conducting the study.
- Suppose a friend comes to you asking for your advice in managing the stress they are feeling about final exams in their university classes. Would you recommend your friend engage in problem-focused coping or emotion-focused coping? Explain why (your explanation must clarify the essential features of each type of coping and why you have a preference for one type in the scenario you have been given). Give your friend at least one tip for dealing with their stress (clearly grounded in the type of coping you recommend). These types of coping are discussed in your text book in Appendix B. You can choose to consult additional sources to inform your response, but you do not have to – you can gain all the information you need from your text book. Please attach a list of all sources (including your text book) that you use. This list of sources is not part of your 1 -2 pages required for the report.
- Imagine a researcher decides to conduct an experiment to study conformity in the real world. Share your ideas for conducting this research by clearly explaining: (1) the location for the research, (1) your hypothesis, (2) your independent variable (and how you will manipulate it), (3) your dependent variable (and how you will measure it), (4) one challenge you expect to face in doing the research (and what you will do to address that challenge).
- Your textbook (Appendix A) discusses many reasons for error and bias in courtroom evidence. Briefly explain: (1) two reasons for “contaminated” evidence, (2) the importance of mundane realism in research on jury decision-making (be sure to define “mundane realism” – you will find the definition in your textbook).

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2016-2017

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 383-386 of the UVic Calendar 2016-17.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>