

PSYC 431B-A01 Social Cognition Fall 2021

class meetings: Mondays & Thursdays 11:30-12:50PM in FIA 104

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office hours: Mon,Thu 1-2 PM or by appointment

Territory Acknowledgement:

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Course Description:

We are social animals. We spend our lives navigating – and trying to make sense of – a complex and dynamic social world. We form perceptions of ourselves and others, we hold beliefs and attitudes about individuals and groups, we make judgments and social decisions, we react to/in social situations. More often than not, the behaviours and thoughts of others are a mystery to us. And often enough, even our own behaviours and thoughts may surprise us or seem inexplicable!

In this course, we will look at social psychology through a cognitive lens. We will uncover the cognitive processes – attention, perception, memory, interpretation, evaluation, reasoning – that underlie social thought and behaviour.

Learning Outcomes:

- Describe the major cognitive principles involved in social psychological processes.
- Explain how these principles apply to thoughts, emotions, and behaviour related to self, others, and groups.
- Identify the ways in which understanding of cognition can elucidate social psychological research, as well as ways in which understanding of social phenomena can inform cognitive research and theory.
- Identify the strengths and limitations of social cognition research.

Course Resources: Brightspace

Readings: There is no assigned textbook for this course. Instead, we will use a selection of journal articles and/or book chapters. Readings will be posted on Brightspace and need to be completed prior to the class meeting they are assigned for.

Course Format:

This will be a highly interactive course. Do not think of the class meetings as lectures but more as guided informed discussions. Presence and participation are essential to learning in this context. You will work in groups of 2-3 throughout the term.

Most class meetings will start with a brief presentation of the assigned reading and related core concepts in Social Cognition. Following the interactive presentation (questions and comments always welcome!), learners will work in small groups to discuss and answer questions regarding these topics. At the end, all teams will come together to share their ideas.

In the first half of the course, we will cover six broad domains of cognition and their relevance to social phenomena: (1) mental representations, (2) dual processing, (3) attention, (4) memory, (5) reasoning and inference, and finally (6) motivation and affect. I (Katia) will be presenting the material and leading the discussions. In the second half, we will revisit these topics again but in a “flipped classroom” format whereby you – in your assigned groups – will be presenting the material and leading the discussions. (See schedule below.)

There will be no exams or quizzes. All assessments are based on your thoughtful engagement with the material and the course concepts inside and outside of class time. They are designed to give you choice in what you specifically focus on so that you can maximize your individual learning outcomes based on your own interests and strengths.

What Is Expected of You:

- Course Preparation:
 - Read the assigned material BEFORE each class meeting. This will enable you to understand the concepts more deeply, think about them, and engage in class discussion in meaningful ways.
- Course Engagement:
 - Attend the scheduled class meetings.
 - Complete all assessments on time. If you cannot, you must contact me (Katia) as soon as possible, preferably in advance.
 - Think deeply and critically about the material. Relate it to your own experience and prior knowledge. Focus on aspects that you find interesting.
- Communication:
 - Early and prompt communication is essential. I cannot address questions or concerns that I am not aware of. Please get in touch.
 - If you register late for the course, you are responsible for contacting me to make up for any missed material or assessments.
- Professional Courtesy:
 - Contribute to a positive learning environment: stay respectful of others and open-minded about their questions, thoughts, and views – the same way you probably expect them to be towards you.

- Follow common courtesies in all your email messages, forum posts, class interactions, and critiques/reviews of others' work.
- Academic Integrity:
 - Honour the academic integrity policy of University of Victoria.
 - You are responsible for familiarizing yourself with the [Policy on Academic Integrity](#). Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assessment in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

What You Can Expect of Me:

- Statement of Intent:
 - I am fully committed to enable and support your learning in any way that I can.
- Communication:
 - As stated above, I find timely, thorough, and transparent communication to be essential. You will receive that from me – during class time, in online announcements, and through email.
 - I intend to answer any written communication (email, online discussion posts) within 24 hours on weekdays and within 36 hours on weekends.
- Availability / Approachability:
 - I have two scheduled office hours per week – immediately after our two class meetings. You are welcome to drop by not only if you have specific questions about the course but also if you simply wish to talk about Social Cognition or Psychology more broadly.
 - If my office hours do not fit your schedule, do not hesitate to contact me. We can make alternative arrangements to meet so we can address your learning goals.
- Course Engagement:
 - I see knowledge not as something we acquire but as something we create. I look forward to cooperatively creating knowledge with you. I will share my expertise, I will actively participate in class discussions, and I will seek to learn from what you share.
- Respect & Appreciation for Diversity:
 - I see the diversity that students bring to this class as a resource, strength, and benefit. I intend for students from all diverse backgrounds to be well-served by this course and for everyone's learning needs to be addressed.
 - I intend to present materials that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture.
- Openness to & Active Interest in Feedback:
 - I warmly encourage and appreciate your feedback and suggestions – not only at the end of the semester through the Course Experience Survey, but also throughout the term.

Assessment

Breakdown of evaluation:

Reaction Papers (6 @ 5%)	30%
In-class Participation	15%
Class Leadership (in groups)	20%
Leadership Feedback	2%
Staggered Research Paper (15%+15%)	30%
Peer Paper Feedback	3%

Reaction Papers (30%)

With the exception of the first and the last, all class meetings (n=21) will have an assigned reading. You need to submit 6 short reaction papers (~750 words, worth 5% each) on a subset of these readings – of your choice, but they need to cover at least four of the six modules in the course. Reaction papers are due BEFORE the class of the corresponding assigned reading. No late submissions and no substitutions.

Specific guidelines for the reaction papers are provided in a separate document and will be explained at the start of the course.

In-Class Participation (15%)

Class meetings will include working in pairs or small groups in a guided discussion regarding the current reading. 10% of in-class participation will come simply from participating in these discussions. The remaining 5% will be based on your contribution to group and class discussions.

Class Leadership (20%)

During the second half of the course, we will implement a “flipped classroom”. This means that you will be in charge of your own learning and will be responsible for delivering the content as well as initiating and guiding discussion. Pairs or teams of learners will take turns taking leadership of the class (see schedule below).

The format of your leadership class will mimic the class meetings thus far.

The leading team is responsible for presenting content and discussion questions as well as facilitating the discussion, while the attending teams/individuals are responsible for actively listening to the presentation, engaging in team discussion on the posed questions, and evaluating the class leadership. More information about this will be provided at the start of the course.

Leadership Feedback (2%)

During the “flipped classroom” meetings, as a form of peer evaluation, all learners who are not part of the leading team, will anonymously provide feedback to the leading team about the quality of their leadership.

All your evaluations will constitute a total of 2% of your grade. Marks will be given simply for contributing your feedback (not for what you include in it), though the intent is that your evaluations will be honest and constructive. Guidelines will be provided at the start of the course.

Staggered Research Paper (30%)

You will write a research paper on a course-related topic of your choice.

Two recommended options for the paper:

- (1) Identify a contentious issue within Social Cognition, explain the distinct theories/views along with corroborative data, discuss how the different perspectives relate to each other, then present your position on the issue supporting your view with research evidence.
- (2) Within the domain of Social Cognition, identify a specific research question of your interest that has not been addressed by research so far, outline related previous studies and relevant theories, then present your proposal and hypotheses for a future study to address that question.

If you are interested in following a different format / focus for the paper, please talk to me at the beginning of the course.

A staggered research paper involves an incremental development of your ideas and writing with the help of feedback along the way. In this course, we will use a 2-step process:

Research paper 1 – worth 15%, due Oct 31 – APA7-style ~2000 word paper, citing a minimum of six peer-reviewed scientific articles. If you are following option (1) above, your paper should identify the contentious issue of your choice, present the distinct views on this issue from the literature, and analyze how these views compare and relate to each other. If you are following option (2) above, your paper should identify the research question of your choice and discuss related previous studies and relevant theories.

Research paper 2 –worth 15%, due Nov 28 – APA7-style ~3000 word paper, citing a minimum of eight peer-reviewed scientific articles (note that at most half of your references can come from the list of class readings). After receiving feedback on what you submitted previously, you have the opportunity to improve your paper. Your final submission will include everything from the first step, as well as the final components: If you are following option (1) above, your final paper should also state and explain your position and substantiate it with scientific evidence. If you are following option (2) above, your paper should also outline the methodology for a research study to address your question and present your hypotheses about the outcomes of this study.

Detailed instructions for this paper are provided in a separate document and will be explained at the start of the course.

Late submissions will be accepted for up to 5 days after the due date, with a 5% late penalty per 24-hour period: 5% if 1-24 hours late, 10% if 25-48 hours late, etc.

Peer Paper Feedback (3%)

After all papers from step 1 of the staggered research assignment are submitted, each learner will read and provide feedback for a peer's paper. Both individuals will be anonymous to each other, i.e. you will not know whose paper you are reading, and they will not know whose feedback they are receiving. Feedback is due one week after the first paper (Nov 7). No late submissions accepted.

Guidelines about the peer feedback are provided in the research paper document.

Tentative Schedule

week	date	module	topic	in-class activities
week 1	Th Sept 9			introductory class
week 2	M Sept 13	1	Mental Representations	traditional classroom #1 - Katia presents topic + reading, followed by group and class discussion
	Th Sept 16			traditional classroom #2
week 3	M Sept 20	2	Dual Processing	traditional classroom #3
	Th Sept 23			traditional classroom #4
week 4	M Sept 27	3	Attention & Cognitive Load	traditional classroom #5
	Th Sept 30			NO CLASS - TRUTH & RECONCILIATION DAY
week 5	M Oct 4	4	Memory	traditional classroom #6
	Th Oct 7			traditional classroom #7
week 6	M Oct 11	5	Reasoning & Inference	NO CLASS - THANKSGIVING
	Th Oct 14			traditional classroom #8
week 7	M Oct 18	6	Motivation & Affect	traditional classroom #9
	Th Oct 21			traditional classroom #10
week 8	M Oct 25	1	Mental Representations (revisited)	flipped classroom #1 - team of learners present reading and lead group and class discussion
	Th Oct 28			flipped classroom #2
	Sun Oct 31			staggered research paper (part 1) due
week 9	M Nov 1	2	Dual Processing (revisited)	flipped classroom #3
	Th Nov 4			flipped classroom #4
	Sun Nov 7			peer paper feedback due
week 10	M Nov 8	3	Attention (revisited)	flipped classroom #5
	Th Nov 11			NO CLASS - REMEMBRANCE DAY
week 11	M Nov 15	4	Memory (revisited)	flipped classroom #6
	Th Nov 18			flipped classroom #7
week 12	M Nov 22	5	Reasoning & Inference (revisited)	flipped classroom #8
	Th Nov 25			flipped classroom #9
	Sun Nov 28			staggered research paper (part 2) due
week 13	M Nov 29	6	Motivation & Affect (revisited)	flipped classroom #10
	Th Dec 2			flipped classroom #11
week 14	M Dec 6			course wrap-up / celebration of learning

Cut-off Points for Final Grades

A+	90-100	B+	77-79	C+	65-69	F	0-49
A	85-89	B	73-76	C	60-64		
A-	80-84	B-	70-72	D	50-59		

Be WELL

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

www.uvic.ca/services/counselling/

Health Services: University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services: available to students from all areas of the UVic community:

www.uvic.ca/mentalhealth/undergraduate/

Sexualized Violence Prevention and Response at UVic: UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting

www.uvic.ca/svp .

If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250-721-8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

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 the UVic Calendar September 2021.

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

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

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the formal exam 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 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 course. 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>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **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.
4. **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.
5. **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.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 September 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf