

PSYC 431B-A01 Social Cognition Spring 2022

class meetings: Mondays & Thursdays 11:30-12:50PM in CLEA D131

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office hours: Mon,Thu 10-11 AM or by appointment

I respectfully acknowledge and deeply appreciate the lək̓ʷəŋən peoples on whose unceded traditional homeland University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationship 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.

Intended Learning Outcomes: By the end of this course, you will...

- 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.

*** Note: This is a tentative outline. The most updated version is available on **Brightspace**. ***

Course Format:

This will be a highly interactive course. Do not think of the class meetings as lectures but more as guided informed discussions. Preparation, presence, and participation are essential to learning in this context.

Class meetings will be a combination of an interactive presentation of the assigned reading and related core concepts and active engagement with that content through pair, group, and class discussion.

In the first half of the course, we will consider 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 leading the class in an overview and discussion of the material. In the second half, we will revisit these topics again but in a “flipped classroom” format whereby you – in your assigned teams – 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 goals 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 learn 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 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 courtesy 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. 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 (4 @ 6%)	24%
Discussion Questions	10%
In-class Participation	11%
Collaborative Class Leadership	20%
Leadership Feedback	2%
Scaffolded Research Paper (15%+15%)	30%
Peer Paper Feedback	3%

Reaction Papers (24%)

Most class meetings will have an assigned reading (n=22). You need to submit four (4) short reaction papers (~750 words, worth 6% each) on a subset of these readings – of your choice.

Due BEFORE the class of the corresponding assigned reading. No late submissions.

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

Discussion Questions (10%)

Prior to each class meeting, you will submit two discussion questions based on the assigned reading. You do not need to make these submissions for readings you choose to do a reaction paper or your class leadership.

Due at noon on Sundays and Wednesdays preceding class meetings. No late submissions.

Specific guidelines will be provided at the start of the course.

In-Class Participation (11%)

Class meetings will include working in pairs or small groups in a guided discussion regarding the current reading. 8% of in-class participation will come simply from participating in these discussions. The remaining 3% will be based on your contribution to group and class discussions.

Students who miss more than five class meetings will need to *write an additional reaction paper* on one of the readings discussed when they were absent. Students who miss more than eight class meetings will need to *write two additional reaction papers*. Students who miss more than eleven class meetings without appropriate documentation will receive an N grade (incomplete) for the course.

Collaborative 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. It is useful to think of this project as *peer-teaching* rather than *presenting*. Pairs or teams of learners will take turns taking leadership of the class (see schedule below).

The format of your leadership class may mimic the class meetings thus far, but you are also welcome to be as creative as you like! I will support you in your preparation by answering any questions you have about your assigned article, explaining theories and findings, and advising you on your leadership plan.

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.

Scaffolded 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 scaffolded 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 (15%), due Wednesday, February 23 – 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 (15%), due Sunday, April 3 – 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 scaffolded 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 two weeks after the first paper (Wednesday, March 9). No late submissions accepted.

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

UVic Grading System (<https://www.uvic.ca/registrar/assets/docs/ot-legend.pdf>)

A+	90-100%	Technically superior work, mastery of the subject matter, goes beyond course expectations
A	85-89%	
A-	80-84%	
B+	77-79%	Good comprehension, command of skills, full engagement with course materials
B	73-76%	
B-	70-72%	
C+	65-69%	Adequate comprehension, met basic requirements
C	60-64%	
D	50-59%	Minimal command of course materials and/or participation
F	0-49%	Inadequate

Tentative Schedule

week	date	module	topic	in-class activities
week 1	M Jan 10			introductory class
	Th Jan 13	1	Mental Representations	traditional classroom #1 – Katia leads readings overview + class discussion
week 2	M Jan 17			traditional classroom #2; academic reading + writing workshop
	Th Jan 20			traditional classroom #3
week 3	M Jan 24	2	Dual Processing	traditional classroom #4
	Th Jan 27			traditional classroom #5
week 4	M Jan 31	3	Attention & Cognitive Load	traditional classroom #6
	Th Jan 3	4	Memory	traditional classroom #7
week 5	M Feb 7			traditional classroom #8
	Th Feb 10	5	Reasoning & Inference	traditional classroom #9
week 6	M Feb 14	6	Motivation & Affect	traditional classroom #10
	Th Feb 17			traditional classroom #11
week 7	Feb 21-27			NO CLASSES - READING BREAK
	Wed Feb 23			scaffolded research paper (version 1) due
week 8	M Feb 28	1	Mental Representations (revisited)	flipped classroom #1 - team of learners present reading and lead group and class discussion
	Th Mar 3			flipped classroom #2
week 9	M Mar 7	2	Dual Processing (revisited)	flipped classroom #3
	Wed Mar 9			peer paper feedback due
	Th Mar 10			flipped classroom #4
week 10	M Mar 14	3	Attention (revisited)	flipped classroom #5
	Th Mar 17	4	Memory (revisited)	flipped classroom #6
week 11	M Mar 21			flipped classroom #7
	Th Mar 24	5	Reasoning & Inference (revisited)	flipped classroom #8
week 12	M Mar 28	6	Motivation & Affect (revisited)	flipped classroom #9
	Th Mar 31			flipped classroom #10
	Sun Apr 3			scaffolded research paper (version 2) due
week 13	M Apr 4			flipped classroom #11
	Th Apr 7			course wrap-up / celebration of learning

ACADEMIC Support & Resources

Centre for Accessible Learning (CAL). Are you a student with a documented learning disability, ADHD, mental health issue or physical or sensory disability? Do you have chronic health issues? If you do, you are encouraged to register with the Centre for Accessible Learning. This will allow you to meet with a CAL advisor to develop an academic accommodation plan and be a part of CAL programming. After you register, they will work with you, your instructors and others to create learning environments that are equitable, inclusive and usable.

<https://www.uvic.ca/services/cal/>

Centre for Academic Communication (CAC). Offers online one-on-one tutorials, workshops, and more. These free services are available to all University of Victoria students. They are here to support you with reading, writing, speaking, understanding academic expectations, and other aspects of academic communication.

<https://www.uvic.ca/learningandteaching/cac/>

Need a learning strategist or tutor? The **Learning Assistance Program (LAP)** offers fee-for-service tutors who can help with specific courses content, as well as learning strategists who support you in developing skills and strategies for academic success.

<https://www.uvic.ca/services/cal/assistance/index.php>



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/services/studentlife/clubs-activities/index.php>

Wellness & Health Services: UVic has a team of practitioners who offer a variety of services to support students' mental, physical, and spiritual health. You can make a same-day or pre-booked appointment with a counsellor, nurse, physician, or spiritual care provider.

<https://www.uvic.ca/student-wellness/>

SupportConnect: UVic offers a free, confidential mental health support service for all registered students. You can get connected with qualified counsellors, consultants and life coaches anytime, anywhere.

SupportConnect is available 24/7 by phone and online. They also offer video and in-person options. You can reach out for any reason, big or small. <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/index.php#ipn-supportconnect>

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.

<https://www.uvic.ca/services/indigenous/students/elders/index.php>

Counselling Resource for Indigenous students:

Mental Wellness Help Line for Indigenous Peoples: 1-855-242-3310

<https://www.hopeforwellness.ca/>

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

<https://www.uvic.ca/sexualizedviolence/>.

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
Winter 2022

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 January 2022.

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