PSYC 431B – 02 Social Cognition
Spring 2022: January-April

Territory Acknowledgement

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Meet Your Professor

Name	Dr. Maria Iankilevitch
Email	mariaiankilevitch@uvic.ca
When are Office Hours?	Mondays 4:30-5:30pm PT By appointment
Where are Office Hours?	During online weeks: Zoom (link available in Brightspace) During in-person weeks: COR A250

Note: As of now, the first two weeks of class will be online and the rest will be in person.
*During in-person weeks, if you would like to meet during office hours online rather than in-person, please email Dr. Iankilevitch ahead of time.
**Note that office hours will be available at the following dates: January 10th – April 7th. Office hours will not be available when the university is closed for holidays or during reading week.

Prerequisite

Prerequisites:
- Completed PSYC300A (Statistical Methods in Psychology I).
- Completed 2 of the following: PSYC330 (Personality), PSYC375 (Interpersonal Relationships), PSYC376 (Social Psychology of Sexuality), PSYC385 (Motivation, Emotion, and Well-Being), and PSYC386 (Cultural Psychology).

Prerequisite or Corequisite:
- Completed or concurrently enrolled in PSYC300B (Statistical Methods in Psychology II).

What Will This Class Look Like? Course Description

Class is on Mondays and Thursdays at 11:30am-12:50pm PT. We will meet synchronously via zoom during online weeks and we will meet in Human and Social Development (HSD) A270 during in-person weeks. Given that this is a seminar course, there will be very-little-to-no lecturing and instead, class time will largely involve class discussions, demonstrations, activities, and presentations. This course is designed to be a collaborative learning experience. Therefore, we will be exploring and discovering what evidence already exists in the literature and creating further knowledge together. Given that this is not a lecture-based course, it is especially important that you participate actively during class. You are encouraged to bring your knowledge from additional readings, other courses, and insights from personal experiences into this course.

This course brings together two major psychological fields: social psychology and cognitive psychology. In particular, we will explore social psychological concepts involving questions about how people make sense of themselves and the world around them. This course will have three sections: thinking about others, thinking about the self and others, and thinking about the self. We will explore concepts such as person perception, sense of oneself, relationships, emotion, persuasion, motivation, and other social psychological principles through social cognitive lenses.

Intended Learning Outcomes

By the end of the course, students will…	
Understand	Correctly explain major theoretical models in research on social cognition covered in class. Correctly summarize the research question, methodology, results, and implications after reading research articles.
Apply	Identify real-world examples and counterexamples associated with the research findings in the readings. Conduct a thorough literature review on a topic of their choosing.
Analyze	Critically examine, compare, and contrast major theoretical models presented in the course. Organize and lead one class discussion for an in-depth analysis of research for the topic that week.
Evaluate	Identify what is missing in past research when discussing research presented in articles. Create questions about others' research during in-class discussions and thought papers.
Create	Propose novel research questions and/or research methodology throughout the course in written (e.g., thought papers, proposal) and oral (e.g., discussions, presentations) formats.
Communicate	Convey complex arguments, ideas, and research findings in oral, written, and visual formats. Create an appealing and clear way to communicate information.

Course Resources and Required Materials

You will need a computer with Microsoft Office (Word and PDF), Internet access (preferably Chrome), and a microphone. The course website is Brightspace and can be found at https://bright.uvic.ca where all course-related information will be posted. You will need to complete the Course Orientation, Syllabus, and Other Resources Module prior to beginning the course to familiarize yourselves with the course. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.

You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

There is no textbook required for this course given that this is a seminar course. Instead, readings will consist of empirical articles and other sources created by accredited organizations (e.g., APA). You are expected to read the assigned readings before each class. References for the readings are available on the last pages of this document. You can find the readings online using the University of Victoria library system. Please contact the course instructor if a reading is unavailable through the University of Victoria library system. Please note that one of the learning goals for this course is to be able to conduct a thorough literature review. This includes being able to find scientific research via the University of Victoria library system. Finding the course readings independently is a necessary first step to learning how to conduct a literature review. Feel free to consult a member of the library staff if you have further questions about how to conduct a literature search.

Behavioural Expectations

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 431B, please see me in the first week of the term.

Respect for Diversity: It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know so that we can make arrangements for you.

Course Communication and Support

As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Below are different ways that you can find information and get support in this course:

1. Most of your general questions will be answered in the resources available on Brightspace or during class time.
2. Outside of class time, you are welcome to email the professor with **shorter questions**.
3. For **longer questions** about the course, you can attend the professor's office hours. If you cannot meet during the professor's office hours, you can also email the professor to set up a virtual one-on-one meeting.
4. You and your group are strongly encouraged to visit the professor's office hours together for consultation one week prior to facilitating the class discussion. If you cannot meet during the course instructor's office hour, you can also email the course instructor to set up an appointment at another time.
5. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), you can email the professor, attend office hours, and/or set up an appointment if needed.

Online Communication: We will be communicating in verbal and written format online throughout this course. Please keep in mind that everyone will be able to hear and/or see most of your comments. All communications should be expressed in a professional and respectful tone. In online communication though, it is easy to misunderstand or misread the tone of something. Therefore, here are some tips for how to remain respectful via online communication, whether communicating verbally or in written format:

- Avoid making personal comments about other individuals and focus instead on the topic at hand. You should avoid commenting on the value of others.
- Use only language and wording that you would say to someone face to face. If you would not say something in person, then it is best to avoid communicating it.
- Avoid using sarcasm or humour in the questions you ask. These can easily be misunderstood as making fun of someone, as rude, and/or as insulting.
- In written communication, avoid using all caps or exclamation points, which can often convey an angry or sarcastic tone.
- In written communication, use full sentences and proper spelling. This conveys that you take the subject matter seriously.
- You should remain professional and respectful in your communication even if someone else has said or written something that seems unprofessional or disrespectful. Remember that much of what is communicated can be misinterpreted and the person who made the unprofessional or

disrespectful comment may not realize that their comment is upsetting. Therefore, please be forgiving for your own sake.

The professor will be monitoring all course communication and will provide students with feedback if needed. If there are any comments that are unprofessional, disrespectful, or otherwise upsetting, you may email the professor directly about it.

Emails: When communicating via email please adhere to the following protocols:

- You can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, I might not see your email in time to send a helpful reply). If I have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website **before** submitting inquiries by email.
- If you want to set an appointment, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect me to be available the next day.
- In the subject line indicate the course code, course section, and the topic of your email (e.g., PSYC431B proposal question).
- Emails should come from your UVic email account to communicate with the professor.
- All communications (verbal, email, etc.) should be respectful in language and tone and constructive in nature. This includes communications with the professor and with your fellow students.

Office Hours: Office hours will run from January 10th to April 7th (except during holidays and reading week). The office hours are a great way to ask your course related questions that require more in-depth conversation face-to-face. You are welcome to come to office hours to ask individual questions and to ask questions with the group that you will be facilitating a class discussion. You are also welcome to visit office hours for advice on finding resources for health and wellness, discussing career options after graduation, or other personal questions you may have. While I am not a counselor or an academic advisor, I am happy to share my experiences with you and provide resources where you can find answers to your questions.

The big picture: Ultimately, **you are not alone** in this course and I (Dr. Iankilevitch) am here to support you! All you need to do is take advantage of the many resources available! I look forward to interacting with you all!

Copyright Notice

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 <u>not</u> 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

Be Well

A note to remind you to 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

Center for Accessible Learning: The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Mental Health Supports and Services: Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

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 initiative. 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/

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

Course Assessments

Component	Due Date	Weight
Class Facilitation	Every student will lead a class discussion once during class time	20%
Feedback to Facilitators	By the end of the day for classes when students lead class facilitation	10%
Participation	Throughout the semester during class time	15%
Thought Papers	3 thought papers due throughout the semester	15% (5% each)
Final Assignment: **Final Paper**	Research Question: February 3rd in class 1st Draft & Peer Review: March 7th in class Response to Peer Reviews: March 10th in class Final: March 24th	20%
Final Assignment: **Proposal Presentation**	Beginning on March 28th	20%

Class Facilitation: 20% of final grade

Throughout the semester, students will lead class discussions either alone, in pairs, or in groups of three. You should work with your group members in advance to prepare to facilitate the class discussion. Presenters are encouraged to meet with me as a group in my open hours (or schedule a meeting if you cannot make open hours) the week prior to your presentation for feedback. The more you have prepared, the more I can help you in your preparations. We will pick dates for class facilitation on January 13th – you should come to class prepared with your calendar and preferred dates.

You will prepare the following to lead class discussions:
- Present a summary of the readings for that week. You can either summarize all of the readings at the start of the class prior to discussions or you can discuss each reading separately, beginning with a summary of the reading. These presentations are not formal. For these presentations, you can include in-class demonstrations and activities, display findings visually, present multimedia, use PowerPoint slides, and so on.
- Lead a class discussion by asking the class questions and topics that can be debated. These questions and topics should be based on the readings. To help the discussion along, you can also play devil's advocate and present alternative points of view to be considered by the class. Be prepared for silences in the discussions with additional questions, topics, or ideas to engage the class. Please note that it is best to prepare extra material rather than less material. Most of the class time should be spent on these discussions with the class. You must post **at least** six questions you plan to include in the class discussion on the Class Discussion Preparation discussion board two days prior to your class facilitation day. This will give everyone in the course time to prepare a few thoughts prior to class time.

Feedback to Facilitators: 10% of final grade

Providing and receiving feedback is an important part of learning and community building. Therefore, each week that students facilitate a class discussion, the students attending class (or attendees) will provide some feedback for the class facilitators. Each attendee will provide feedback for one class facilitator only. In the feedback, attendees will write one point they commend the presenter for and one point they recommend for the class facilitator. The feedback should be targeted towards specific behaviour done by the class facilitator during the presentation and should avoid any mention of the class facilitator's character. The goal is for everyone to work together towards providing helpful insights on the class facilitation.

You will provide feedback by the end of the day (11:59pm PT) on the day of the class facilitation using Survey Monkey. You will need to provide feedback for at least 8 of the 12 class facilitation days. This will account for if you need to miss a class for illness or other emergencies or if you forget to provide

feedback on a particular week. As such, late feedback will not be accepted and will count as a missed day (unless a late ticket is used). You will not provide feedback to facilitators during the week that you facilitate the class discussion. You will not be given weekly assessments of your feedback. Instead, you can assume that the content of your feedback is fine and that you are earning full credit for the content of the feedback unless told otherwise. If there are issues with the feedback that you are providing, I (Dr. Iankilevitch) will contact you.

The class facilitator will then receive the gifts of feedback from their classmates. It is up to the class facilitator to read the feedback with an open mind. In addition, the class facilitator should compare the feedback that they receive with the class notes on effective presentations and evaluate the quality of the feedback for themselves. As is true in the real world, there may be some feedback that is misleading or counter to what is discussed as being effective for presentations.

Participation: 15% of final grade

One objective of a seminar course is to provide students with the opportunity to engage in thoughtful discussion. Therefore, every student is expected to participate in class by contributing something to the discussion every class. This class is meant to be a safe space to try out ideas, therefore you are encouraged to speak up when you have something to contribute. Active engagement will also make the class more enjoyable and interesting for everyone! Given the importance of participation in a seminar course, <u>students who miss more than five classes without appropriate documentation excusing their absence will earn an N in the course</u>.

Your participation grade will include the following:
- Participation will be based in part on the quality and quantity of the contributions you make in class. Importantly, your participation should be respectful and professional. All contributions are welcome, however, higher quality contributions will carry more weight. Contributions of lower quality (such as agreeing with a perspective), can also add richness to the discussion and will still count positively towards quantity of contributions. Quantity of contributions means getting involved each week with multiple contributions to discussion but avoiding being overinvolved (i.e., avoid taking over the entire discussion).
- During online weeks, you will raise your hand and use your microphone to participate in class discussions. You may also participate via the chat with brief agreements or thumbs up, however, you should avoid writing lengthy responses in the chat. Lengthier contributions should be done via the microphone. Although we live in a digital age, oral discussions are still a more common way to communicate when discussing research in professional settings than written discussions. Therefore, participating via your microphone will help you practice and become more comfortable with this type of communication.

Thought Papers: 15% of final grade

Every student will submit three thought papers (worth 5% each). Thought papers are due on the day the topic is discussed in class at the end of the day (i.e., 11:59pm PT). You will sign up to your three thought paper weeks on January 13th – you should come to class prepared with your calendar and preferred dates. You will write one thought paper during section 1, one thought paper during section 2, and one thought paper during section 3. Late thought papers will not be accepted and will earn an automatic 0 (unless a late ticket is used or an extension is agreed upon prior to the deadline). Thought papers should include the following:
- Thought papers should be 1 page long and double-spaced.
- Thought papers should be about the topic discussed in class that day and relate to the readings for that particular day. Thought papers should **not** be summaries of the reading. Instead, thought papers should explore a potential new research question that has not yet appeared in the paper or in class discussions. The thought paper should present a novel research question, indicate why it is important to examine this research question, and briefly propose how to test the research question. Higher quality thought papers develop one idea in detail rather than list many possible avenues for future research.

- Thought papers can address only part of the class's readings or integrate various big ideas in the readings assigned for that day.

Final Assignment:

For your final assignment, you will create one research proposal and communicate it in two ways: first as a final paper and then as a proposal presentation.

Final Paper (20% of final grade)

The first goal of the final paper is to independently conduct a literature review and propose an original research project in written format. The second goal of the final paper is to engage in critical thinking about the strength of a research proposal, writing, logical flow, and argumentation by providing feedback to your peers on their draft literature review. The third goal is to experience the peer review process by providing feedback, receiving feedback, responding to feedback respectfully, and reflecting on and revising your work. The final paper will include the following:
- The final paper has four deadlines.
    - You will submit your research question in class on February 3rd to be approved by the course instructor (1-2 sentences long).
    - You will bring the first completed draft of your final paper to class on March 7th.
    - You will exchange drafts during class with your classmates and provide feedback for each other on March 7th.
    - You will respond to feedback that you received from peers. We will begin working on this in class on March 10th.
    - Finally, you will have until March 24th at 11:59pm PT to submit your final revised paper. Along with the final paper (online), you will submit your first draft (in class), the feedback you received from peers (in class), and your response to feedback you received (online).
- You will propose a new research idea based on independent research that you conduct and on course material.
- The final paper will include two sections. First, the introduction section will include the background literature review identifying a gap, the main research question, a brief overview of the proposed study, and the study hypotheses (~2 pages long). Second, the methods section will describe how you propose to test the main research question and will include the participants, materials, and procedure sub-sections (~2-3 pages long).
- The proposed study **must be an experiment** (i.e., not correlational research). This means that the independent variable(s) must be manipulated and not simply measured.
- The final paper should be **4-5 pages long** (not including the title page and references).
- The final paper must be double-spaced, use 12-point Times New Roman font with 1-inch margins, and be **APA formatted**.
- The final paper must include **at least 10 peer-reviewed articles**.

Proposal Presentation (20% of final grade)

The first goal of the proposal presentation is to independently conduct a literature review and propose an original research project in an oral presentation. The second goal of the proposal presentation is to engage critically with other people's presentations by actively listening to and asking questions about their presentations. The third goal of the proposal presentation is to engage with the audience by answering questions that you receive about your presentation. Overall, the presentation is a great way to share what you have learned and created with your classmates and is an opportunity to learn from each other! We will spend the last two weeks of the semester watching and engaging with the proposal presentations, which will begin on March 28th. Presenters will first present their proposal. For this presentation, you will include PowerPoint slides. You will present your research question, past literature, hypotheses, methods, and a conclusion in 5-6 minutes. The video should summarize what is in your final paper in an engaging manner. The class will then spend a few minutes asking presenters questions about their proposal and the presenters will respond to questions.

Late Tickets

Every now and then there may be something that prevents students from submitting work by the deadline. Therefore, for this course, every student has two late tickets of 24 hours each that they can use towards thought papers, the feedback to facilitators, or the submission of the final paper (March 24th). You can one late ticket one two different deadlines or two late tickets (i.e., a total of 48 hours) on one deadline. To use a late ticket, you will indicate which deadline you are extending and by how much (24 hours or 48 hours) on Survey Monkey. You must complete the Survey Monkey upon submitting your work. You do not need to ask me (Dr. Iankilevitch) if you can use your two late tickets. Therefore, please do not email me when using a late ticket – I will check your responses on Survey Monkey.

Grading Criteria

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

Note: According to UVic policy, all final grades will be a percentage and will be rounded at the 0.5% level (e.g., 84.50 will be rounded to 85 and 84.49 will be rounded to 84).

General note about missed work: If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any assignment by the end of the term students are required to submit a request for academic concession. Policies regarding undergraduate student academic concessions and deferrals are also detailed on the Undergraduate Records Students must submit a Request for Academic Concession.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	READINGS
1	Mon Jan 10	Welcome, Course Introduction, Organizational Meeting	Jordan & Zanna (1999)*
	Thu Jan 13	Organizational Meeting – Arrive to Class Prepared with Dates	N/A
2	Mon Jan 17	What is Social Cognition?	N/A
	Thu Jan 20	Person Perception	N/A
Section 1: Thinking About Others			
3	Mon Jan 24	Thinking about Others: Person Perception, Categorization, Eye Gaze	Gilbert et al. (1988) Khalid et al. (2016)
	Thu Jan 27	Thinking about Others: Attributions, Biases, and Memory in the Legal System	Kersten et al. (2021) Lassiter (2002)
4	Mon Jan 31	Thinking about Others: Trustworthiness	Rule et al. (2013) Wilson & Rule (2016)
	Thu Feb 3	How to Create a Proposal **RESEARCH QUESTION DUE**	N/A
5	Mon Feb 7	Thinking about Others: Morality, Transgressions, and Forgiveness	Adams & Inesi (2016) O'Brien & Klein (2017)
	Thu Feb 10	Thinking about Others: Interracial Perceptions	Kawakami et al. (2021) Vingilis-Jaremko et al. (2020)
Section 2: Thinking about the Self and Others			
6	Mon Feb 14	Thinking about the Self and Others: Intergroup Contact	Seger et al. (2017) Shelton & Richeson (2005)
	Thu Feb 17	Thinking about the Self and Others: Romantic Relationships	Alaei et al. (2020) Inesi et al. (2012)
7	Mon Feb 21	**NO CLASS: READING WEEK**	N/A
	Thu Feb 24	**NO CLASS: READING WEEK**	N/A
8	Mon Feb 28	Thinking about the Self and Others: Self-Other Discrepancy	Kim & Hancock (2015) Kogut & Beyth-Marom (2008)*
	Thu Mar 3	Thinking about the Self and Others: Persuasion	Feinberg & Willer (2015) Rocklage et al. (2018)
9	Mon Mar 7	**1st DRAFT OF PAPER AND PEER REVIEW DUE** – Bring 1st Draft to Class	N/A
	Thu Mar 10	**RESPONDING TO PEER REVIEW** – Bring Draft, Peer Review Received, & Laptop to Class	N/A
Section 3: Thinking about the Self			
10	Mon Mar 14	Thinking about the Self: Remembering the Past	Bernstein & Loftus (2009) Ward & Wilson (2015)
	Thu Mar 17	Thinking about the Self: Errors in Predicting the Future	Peetz & Buehler (2009) Teper et al. (2015)
11	Mon Mar 21	Thinking about the Self: Motivation and Goal Pursuit	Breines & Chen (2017) Woolley & Fishbach (2017)
	Thu Mar 24	Professional Development **FINAL PAPER DUE**	N/A
12	Mon Mar 28	**STUDENT PRESENTATIONS**	N/A
	Thu Mar 31		N/A
13	Mon Apr 4		N/A
	Thu Apr 7		N/A

*Not available in the UVic library. Follow the link provided in the reference list below to find this reading.

Jan 23 is the last day to drop the course for 100% reduction of tuition fees

Jan 26 is the last day to add courses

Feb 13 is the last day to drop the course for 50% reduction of tuition fees

Feb 28 is the last day to withdraw from the course without penalty of failure

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