Course Description
In this course we will explore how the way we think about our social world affects our social behaviour. In other words, we’re going to examine theories and methods from social cognitive psychology toward the goal of understanding, explaining, and predicting how we understand ourselves, others, and the social world around us. As this is a fourth year course, it will be mostly discussion-based; we will collectively discuss the various readings and each of you will take turns acting as class leaders. I want this to be a collaborative learning environment and have tried to structure the course so as to optimize opportunities for you to learn from each other (class leaders, in-class group activities, peer feedback, etc.). In order for a discussion-based class to work, everyone needs to come to class prepared to discuss the assigned readings (so as you’re doing the readings, make notes, write down questions or insights you have, and bring all of this to class!). You are highly encouraged to bring additional readings, knowledge, and insights from personal experiences into the course.

During this course we will cover a wide array of topics including: Memory, stereotypes, attitudes, culture, animals and social cognition, and irregularities in social cognitive functioning (e.g., autism). By the end of this course, it is my goal that you will understand the cognitive structures and processes that underpin individuals’ perceptions, beliefs, judgments, decisions, and behaviour in social situations. It is also my goal for you to be able to think critically about the topic, make connections among the various course topics, and gain a broader understanding of how social cognition applies to areas of your own life.

About Me
I enjoy all aspects of social psychology. My main area of research is forgiveness, and I have studied it from both the victim and perpetrator perspectives. I have obtained my degrees in Social-Personality Psychology.

Course Readings
There is no textbook for this course. Instead, you will be reading selected chapters and journal articles, all of which are available online through the library. You will see the set of readings assigned to be completed prior to class each day in the class schedule below.
Course Website
Our course website will be on CourseSpaces. On this site I will post the course syllabus, links to course readings, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). On this website is where you will submit most of your assignments.

Prerequisites
Psyc 100A, Psyc 100B and Psyc 331. Students who remain in this course without having completed the prerequisites do so at their own risk. Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date if they are required for the degree program.

Course Policies
Contacting Me
Please come to my office hours, or contact me at my UVic account (jrourke@uvic.ca); do not contact me through CourseSpaces. Please include “Psyc 431B” in the subject line of your e-mail and make sure you put your name and student number at the end of your message. Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it. Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready a notice will be posted on the course website.

Grades
If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. I will not review a grade/assignment if you come to see me later than 2 weeks after the grade was first posted.

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
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<tr>
<td>A</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>80 – 84</td>
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<tr>
<td>B+</td>
<td>77 - 79</td>
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<tr>
<td>B</td>
<td>73 - 76</td>
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<tr>
<td>B -</td>
<td>70 - 72</td>
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<tr>
<td>C+</td>
<td>65 - 69</td>
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<td>C</td>
<td>60 - 64</td>
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<td>D</td>
<td>50 - 59</td>
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<tr>
<td>F</td>
<td>0 - 49</td>
</tr>
<tr>
<td>N</td>
<td>Incomplete</td>
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Extensions
Should you need an extension, please feel free to come and speak to me about it BEFORE the due date. If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you! For information on Academic Concessions such as Deferred Status Due to Illness, Accident or Family Affliction please go to http://web.uvic.ca/calendar2014/FACS/UnIn/UARe/AcCo.html
University policies
Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). These regulations can be accessed at the following website:
http://web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html
# Weekly Topics and Readings

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>READINGS</th>
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**JAN 21**: Last day to officially register in course  
*For your work to be accepted and to receive a course grade, you MUST be officially registered*

<p>| FEB 9-13 | <strong>No Class</strong> | <strong>READING BREAK</strong> |
| FEB 17, 18, 20 | <strong>Class Presentations</strong> | No Readings. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
</table>

**FEB 28th: Last day to withdraw without academic penalty of failure**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 03, 04, 06</td>
<td>Class presentations</td>
<td>No Readings.</td>
</tr>
<tr>
<td>MAR 17, 18, 20</td>
<td>Class Presentations</td>
<td>No Readings.</td>
</tr>
<tr>
<td>MAR 31, APR 01</td>
<td>Exam Part 1; Exam Part 2</td>
<td>The exam will be cumulative and OPEN BOOK. Part 1 will take place in class on MAR 31 and Part 2 will take place in class on APR 01.</td>
</tr>
</tbody>
</table>
## Course Evaluation and Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Value</th>
<th>Brief Description</th>
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| **Bonus Grade!**                              | 0.5 added to your final grade in the course | Send me (via CourseSpaces) a recent picture, along with a few sentences telling me about yourself. We are spending a semester together and I’d love to get to know a little bit about you; this will also help me to learn your name quickly!
| **Due Jan 09, 9pm (via CourseSpaces)**        |             |                                                                                                                                                   |
| **Class Participation**                       | 20%         | Contribute to class discussions – The point is not to aimlessly monopolize the discussion, but rather, to contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness. |
| **Personal Reflections**                     | 10% (2% each – you must submit 5 throughout the term) | Please submit (via CourseSpaces) a minimum of three questions/thoughts/opinions that stem from the weekly readings. I will randomly choose some of the questions to present to the class each week in order to promote discussion of the readings. You must submit 5 of these personal reflections throughout the semester. |
| **In-Class Activity Suggestion**             | 5%          | You will sign up for one of the weekly topics. You will then write a one-page (double-spaced) proposal of an in-class activity that you think would help your classmates better understand an aspect of that topic. |
| **Class Presentation**                       | 15%         | In groups of 2 - 4, you will present about the topic on which you are writing your essay. Your group will lead the class for 40 minutes.                 |
| **Class Presentation Feedback**              | 7.5%        | For each class presentation, you will evaluate the leaders.                                                                                         |
Term Paper
- Your first draft is due (via CourseSpaces) 1 week before you present to the class. Your final term paper is due 1 week after your presentation to the class. 20%
- From the topics provided, you will select one and write a 10-12 page paper.

Term Paper Feedback
- Your feedback will be due 1 week after you receive the term paper (you will sign up for the date on which you’d like to receive a term paper). 7.5%
- You will randomly be assigned a term paper and asked to provide constructive feedback.

Exam
- March 31 and April 01 15%
- Your exam will take place on the last 2 days of class. It will be cumulative and open book.

Assignment Details
A table outlining each assignment, its worth, and its due date can be found above. In order to reward students who hand in their work on time, each day that an assignment is late (without proper documentation such as a doctor’s note) 5% will be deducted from the total mark. **See Class Presentation Feedback and Term Paper Feedback for an exception to the 5% deduction.

Personal Reflections – MAX 2 pages, double-spaced (due dates vary)
You are asked to submit (via CourseSpaces) a total of 5 personal reflections throughout the semester. If you submit more than five, only the first five that you submit will be graded. Your submission must be received by 6pm the Sunday before we meet to discuss the readings for the first time. For example, if you were to decide to submit on the readings for “Attitudes” your submission would be due by 6pm on Sunday Feb 01st.

For each of the personal reflections, you are asked to submit three questions, thoughts, or opinions that you have about the weekly readings. State your question/thought/opinion and elaborate on how you arrived at that particular question/thought/opinion. I will randomly choose some of the questions/thoughts/opinions to present to the class each week in order to promote discussion of the readings. You may only hand-in 1 Personal Reflection per topic.
In-Class Activity Suggestion – MAX 2 pages, double-spaced (due dates vary)
During class time, you will sign up for one of the weekly topics. You will then write a 1 - 2 page (double-spaced) proposal of an in-class activity that you think would help your classmates better understand an aspect of that topic. Your proposal is due by 4pm (via CourseSpaces) the Friday before we meet to discuss the topic for the first time. For example, if you were to decide to submit an activity proposal on the topic “Attitudes” your proposal would be due by 4pm on Friday Jan 30th. Each week I will randomly choose one of the activities for us to perform in class.

Your proposal should include the following elements:
- A list of any materials needed to run the activity
- A description of how to run the activity
- An explanation of why you believe this activity will help your classmates better understand an aspect (specify which aspect) of the week’s topic
- References (where did you obtain your ideas for this activity?)

Class Presentation – Length: 40 minutes (presentation dates vary)
In class, you will sign up to present on one of the following dates: Feb 17, 18, 20, Mar 03, 04, 06, 17, 18, or 20. You will be presenting, in groups of 2 - 4, on the topic on which you are writing your term paper.

As class leaders, your group must keep the class engaged for a duration of 40 minutes. You’ll definitely want to stimulate class discussion (i.e., pose some questions to your classmates). You may want to run an in-class activity (this activity cannot last more than 10 minutes). You may want to use visuals (e.g., PPT, a poster board, etc.) – be creative – the options are endless, and how you construct your lesson is entirely up to you. I will post the evaluation criteria to CourseSpaces. I highly recommend that you take a look at it and make sure that you are covering all aspects on which you will be graded.

Presentations will not be allowed to continue past 40 minutes – this is to ensure that your classmates have time to complete their feedback forms, which are due at the end of class. I will let you know when you have 10 minutes and then 5 minutes left in your presentation time, but ultimately, it is up to you and your group to monitor the length of your presentation.

Class Presentation Feedback – (due dates: Feb 17, 18, 20, Mar 03, 04, 06, 17, 18, & 20)
For each class presentation given by your classmates, you will be asked to complete a feedback form. Your feedback form is due at the end of the class on the day that the presentation is given. Following the presentation, you will have 10 minutes to complete your
feedback form. I will type up a synopsis of the class’ feedback and give it to the presenters (that way your name will not be associated with specific feedback comments). Your feedback forum is due at the end of class; late submissions will not be accepted.

**Term Paper – Length: 10 - 12 pages (first draft due to CourseSpaces, by noon 1 week before your class presentation; final draft due in class 1 week following your class presentation)**

In class you will sign up for an essay topic (this will also be the topic on which you do your class presentation). Your paper should be double-spaced and 10 - 12 pages in length (excludes title page and references). You must use at least 5 scholarly articles (e.g., journal articles). Be sure to make links between your topic and some of the topics/theories that we have discussed in class. The grading criteria for your essay will be posted on the course website. Your paper must be in APA format (see course website for a quick APA guide).

Your first draft is due to me via CourseSpaces by 6pm 1 week before your class presentation. I will then email your paper (without your name attached to it) to another student in the class to be peer-reviewed. That student will have 1 week to provide feedback on your paper and will then email that feedback to me. I will take a quick look at it and then post the feedback on to you on CourseSpaces. You will not know which student has peer-edited your paper.

Your final draft (hard copy; CourseSpaces and email submissions will not be accepted) is due to me at the beginning of class, 1 week following your class presentation.

**Term Paper Feedback: (due via email, by noon, 1 week after you receive the essay)**

You will be assigned one term paper with the task of peer-reviewing the document. The peer-reviewing criteria will be posted on the course website. I will email you a term paper (the paper will be anonymous – you will not know whose paper you are reviewing) and you will have one week in which to perform your review and email it back to me. I will then send along your review comments to the author of the paper; your comments will be anonymous (the author of the paper will not know who reviewed their paper). The person whose paper you are editing must hand their final draft in to me one week following the due date of your feedback. Because this is a small window of time, please complete this assignment on time. Late submissions will not be accepted.
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 215-217 of the UVic Calendar 2014-15.

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, 2014-15, p. 35)

- **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.

- **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.
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/calendar2014/FACS/UnIn/UARe/PoAcI.html, p. 32-34, UVic Calendar 2014-15). 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. 32-34 in 2014-15).

The definitive source for information on Academic Integrity is the University Calendar (p. 32-34 in 2014-15) (http://web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html)

Other useful resources on Plagiarism and Cheating include:

2. The Ombudsperson's office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. The English Department: http://web.uvic.ca/wguide/Pages/CitPlagiarism.html