

PSYC 431B-A01 Social Cognition Summer 2022

CRN 31373

class meetings: every weekday 2:30-4:20PM in COR A125

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office hours: MWR 1-2 PM or by appointment

I respectfully acknowledge and deeply appreciate the lək'wəŋən 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.

Pre-requisites: PSYC 300A, PSYC 300B (corequisite), and two of PSYC 330, 375, 385, 386, or 387

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.
- Critically consider your own perspective on socio-cognitive processes, as well as how they apply to you personally.
- 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.
- Recognize and analyze the strengths and limitations of social cognition research.

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

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. 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 five broad domains of cognition and their relevance to social phenomena: (1) mental representations, (2) dual processing, (3) memory, (4) reasoning and inference, and finally (5) 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.)

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 three 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 @ 10%)	40%
Discussion Questions (10 @ 1%)	10%
In-class Participation	18%
Collaborative Class Leadership	25%
Peer Paper Feedback	4%
Leadership Feedback	3%

Reaction Papers (40%)

Class meetings will have an assigned reading. You need to submit four (4) reaction papers (about 1000 words, worth 10% each) on a subset of these readings – of your choice. Learners are welcome and encouraged to submit a fifth reaction paper as well – in which case the lowest scored one will be dropped from their final calculation grade, and the four best ones will contribute to the grade. Generally, these papers are due at NOON on the day of the corresponding assigned reading. No late submissions. The first paper has the same due date for everyone – **Sunday, July 31**. You can choose any of the readings following that date as your topic! It is important to submit at least one paper early on so you can receive feedback, and also participate in the peer-review process. Specific guidelines for the reaction papers are provided in a separate document and will be explained at the start of the course.

Peer Paper Feedback (4%)

After everyone submits their first reaction paper (by Sunday, July 31), 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 on **Thursday, August 4**. No late submissions accepted. Guidelines and a peer-feedback form will be provided.

Discussion Questions (10%)

Prior to ten (10) of the class meetings, you will submit two discussion questions based on the assigned reading for that day. Due at NOON on the day of the corresponding class meetings. No late submissions. Early submissions are welcome and encouraged! Specific guidelines will be provided at the start of the course.

In-Class Participation (18%)

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 8% will be based on your contribution to group and class discussions.

NOTE: In-class participation is a **core requirement** for the completion of this course. Students who miss more than four class meetings will need to *write an additional reaction paper* on one of the readings discussed when they were absent. If they do not submit this additional paper, they will receive an N grade (incomplete) for the course. Students who miss more than eight class meetings without appropriate documentation will receive an N grade (incomplete) for the course.

Collaborative Class Leadership (25%)

During the second part 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.

NOTE: Collaborative class leadership is a **core requirement** for the completion of this course. Students who do not complete this component will receive an N grade (incomplete) for the course.

Leadership Feedback (3%)

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 3% 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.

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

NOTE: In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, **students can only request deferrals for the completion of required course components and not for non-essential course components.**

Tentative Schedule

week	date	module	topic	in-class activities
week 1	W July 27	1	Mental Representations	introductory class
	Th July 28			traditional classroom #1 – Katia leads readings overview + class discussion
	F July 29			traditional classroom #2; academic reading + writing workshop
	Sun July 31			reaction paper #1 is due @ noon
week 2	M Aug 1			NO CLASS - BC DAY
	Tu Aug 2	2	Dual Processing	traditional classroom #3
	W Aug 3			traditional classroom #4
	Th Aug 4	3	Memory	traditional classroom #5
	F Aug 5			peer paper feedback is due
week 3	M Aug 8	4	Reasoning & Inference	traditional classroom #7
	Tu Aug 9	5	Motivation & Affect	traditional classroom #8
	W Aug 10			traditional classroom #9
	Th Aug 11			prep for your class leadership workshop
	F Aug 12	1	Mental Representations (revisited)	flipped classroom #1 - teams of learners present reading and lead group and class discussion
week 4	M Aug 15	2	Dual Processing (revisited)	flipped classroom #2
	Tu Aug 16	3	Memory (revisited)	flipped classroom #3
	W Aug 17	4	Reasoning & Inference (revisited)	flipped classroom #4
	Th Aug 18	5	Motivation & Affect (revisited)	flipped classroom #5
	F Aug 19			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>



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
Summer 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 May 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

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 last day of classes***

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 last day of classes***

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 May 2022.

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/academic-integrity/>
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 <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
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>

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/

Centre 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.

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:

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