

PSYC*2310, Course Outline: Winter 2021 (DRAFT)

General Information

**DUE to the ongoing COVID-19 pandemic, this course is offered in an alternative format.
Alternative Delivery Asynchronous – AD-A Remote: no day and time for class**

Course Title: Social Psychology

Course Description:

This course introduces students to the field of social psychology. Major topics introduced will include: social influence, social cognition, attitude, stereotype and prejudice, the self, attraction and interpersonal relationships, group processes and intergroup relations. The course also aims for students to use the knowledge acquired to think critically about how their actions and those of others are influenced by social forces. In addition, the course aims to introduce students to the role of culture in shaping thoughts and behaviour and to provide them an opportunity to appreciate diverse perspectives.

The three main Learning Outcomes (LO) of this course are:

1. Demonstrate knowledge of core social psychology concepts and the relevance of culture:
 1. Self and Social Perception
 2. Attribution
 3. Attitudes
 4. Persuasion
 5. Group Behaviour
 6. Stereotypes and Prejudice
 7. Aggression
 8. Altruism
 9. Attraction
2. Develop critical knowledge of social psychology experiments
3. Apply social psychological theories and knowledge to world issues
4. Demonstrate writing style used in psychological literature

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter

Class Schedule and Location: Not Applicable

Instructor Information

Instructor Name: Saba Safdar

Instructor Email: ssafdar@uoguelph.ca

Instructor Website: [Centre for Cross-Cultural Research, https://cccr.uoguelph.ca/](https://cccr.uoguelph.ca/)

Office location and office hours: MacKinnon Building, Room 4017

GTA Information

GTA Name: TBA

GTA Email:

GTA office location and office hours:

During the course, your instructor and teaching assistants will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor and teaching assistants will use Announcements on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Team Discussion Forum:** Use this discussion forum to ask questions about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor and the teaching assistants are here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor and teaching assistants will respond to your email within 24 to 48 hours.
- **Zoom/Team:** If you have a complex question you would like to discuss with your instructor or one of the teaching assistants, you may book a Zoom/Team meeting.

Virtual meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

Course Content

The concepts and issues discussed in this course are presented in 12 online units. These units will help guide you in pacing yourself through the course materials. The units are as follows:

- Unit 01: Introduction to Social Psychology
- Unit 02: Self Perception
- Unit 03: Social Perception
- Unit 04: Social Cognition
- Unit 05: Attitudes
- Unit 06: Persuasion
- Unit 07: Social Influence
- Unit 08: Group Behaviour
- Unit 09: Stereotypes and Prejudice
- Unit 10: Aggression
- Unit 11: Altruism
- Unit 12: Attraction and Intimacy

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction to Social Psychology

Week 1 – January 11 - 17

Readings

- Textbook: Chapters 1 and 2

- Course website: Unit 01

Activities

- Familiarize yourself with the course website
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete Practice Quiz 01 (WileyPLUS).

Assessments

- Complete **Online Quiz 1**
Opens: January 13 at 12:01 am ET
Closes: January 14 at 11:59 pm ET
- **Introductory Activity (Discussions #1)**
Opens: January 11 at 8:00 am ET
Closes: January 16 at 11:59 pm ET
Initial Response due: January 12 by 11:59 pm ET

Unit 02: Self Perception

Week 2 – January 18 - 24

Readings

- Textbook: Chapter 3
- Course website: Unit 02

Activities

- Complete Practice Quiz 02 (WileyPLUS)

Assessments

- Complete **Online Quiz 2**
Opens: January 20 at 12:01 am ET
Closes: January 21 at 11:59 pm ET

- **Discussion Activity #2**

Opens: January 18 at 8:00 am ET

Closes: January 23 at 11:59 pm ET

Initial response due: January 19 by 11:59 pm ET

Unit 03: Social Perception

Week 3 – January 25 - 31

Readings

- Textbook: Chapter 4
- Course website: Unit 03

Activities

- Complete Practice Quiz 03 (WileyPLUS)

Assessments

- Complete **Online Quiz 3**

Opens: January 27 at 12:01 am ET

Closes: January 28 at 11:59 pm ET

- **Discussion Activity #3**

Opens: January 25 at 8:00 am ET

Closes: January 30 at 11:59 pm ET

Initial response due: January 26 by 11:59 pm ET

Unit 04: Social Cognition

Week 4 – February 1 - 7

Readings

- Textbook: Chapter 5
- Course website: Unit 04

Activities

- Complete Practice Quiz 04 (WileyPLUS)

Assessments

- Complete **Online Quiz 4** (Chapter 6)
Opens: February 3 at 12:01 am ET
Closes: February 4 at 11:59 pm ET
- **Discussion Activity #4**
Opens: February 1 at 8:00 am ET
Closes: February 6 at 11:59 pm ET
Initial response due: February 2 by 11:59 pm ET

Unit 05: Attitudes

Week 5 – February 8 - 14

Readings

- Textbook: Chapter 6
- Course website: Unit 05

Activities

- Complete Practice Quiz 05

Assessments

- Complete **Midterm** using Respondus through the **Quizzes** tool.
- Opens: February 11 at 10:00 am ET
Closes: February 11 at 2:00 pm ET

Reading Week – February 15 - 19

Unit 06: Persuasion

Week 6 – February 22 - 28

Readings

- Textbook: Chapter 7
- Course website: Unit 06

Activities

- Complete Practice Quiz 06 (WileyPLUS)

Assessments

- Complete **Online Quiz 5** (Chapter 7)
Opens: February 24 at 12:01 am ET
Closes: February 25 at 11:59 pm ET
- **Discussion Activity #5**
Opens: February 22 at 8:00 am ET
Closes: February 27 at 11:59 pm ET
Initial response due: February 23 by 11:59 pm ET

Unit 07: Social Influence

Week 7 – March 1 - 7

Readings

- Textbook: Chapter 8
- Course website: Unit 07

Activities

- Films – accessed through **Ares**:
 - Stanley Milgram: Obedience (1965)
 - Obeying and Resisting Authority: A Psychological Retrospective (2007)
- Complete Practice Quiz 07 (WileyPLUS)

Assessments

- Complete **Online Quiz 6** (Chapter 8)
Opens: March 3 at 12:01 am ET
Closes: March 4 at 11:59 pm ET
- **Discussion Activity #6**
Opens: March 1 at 8:00 am ET

Closes: March 6 at 11:59 pm ET
Initial response due: March 2 by 11:59 pm ET

Unit 08: Group Behaviour

Week 8 – March 8 - 14

Readings

- Textbook: Chapters 9 and 10
- Course website: Unit 08

Activities

- Film – accessed through **Ares**:
 - Quiet Rage: The Stanford Prison Experiment (1971)
- Complete Practice Quiz 08 (WileyPLUS)

Assessments

- Complete **Online Quiz 7** (Chapter 9)
Opens: March 10 at 12:01 am ET
Closes: March 11 at 11:59 pm ET

Unit 09: Stereotypes and Prejudice

Week 9 – March 15 - 21

Readings

- Textbook: Chapter 11
- Course website: Unit 09

Activities

- Complete Practice Quiz 09 (WileyPLUS)

Assessments

- Complete **Online Quiz 8** (Chapter 11)
Opens: March 17 at 12:01 am ET
Closes: March 18 at 11:59 pm ET
- **Discussion Activity #7**
Opens: March 15 at 8:00 am ET
Closes: March 20 at 11:59 pm ET
Initial response due: March 16 by 11:59 pm ET

Unit 10: Aggression

Week 10 – March 22 - 28

Readings

- Textbook: Chapter 12
- Course website: Unit 10

Activities

- Complete Practice Quiz 10 (WileyPLUS)

Assessments

- Complete **Online Quiz 9** (Chapter 12)
Opens: March 24 at 12:01 am ET
Closes: March 25 at 11:59 pm ET

Unit 11: Altruism

Week 11 – March 29 – April 4

Readings

- Textbook: Chapter 13
- Course website: Unit 11

Activities

- Complete Practice Quiz 11 (WileyPLUS)

Assessments

- Complete **Online Quiz 10** (Chapter 13).
Opens: March 31 at 12:01 am ET
Closes: April 1 at 11:59 pm ET
- **Discussion Activity #8**
Opens: March 29 at 8:00 am ET
Closes: April 3 at 11:59 pm ET

Initial response due: March 30 by 11:59 pm ET

Unit 12: Attraction and Intimacy

Week 12 – April 5 - 11

Readings

- Textbook: Chapter 14
- Course website: Unit 12

Activities

- Complete Practice Quiz 12 (WileyPLUS)

Assessments

- Complete **Online Quiz 11**
Opens: April 7 at 12:01 am ET
Closes: April 8 at 11:59 pm ET

Reflection Activity (Discussions Activity #9)

Opens: April 5 at 12:01 am ET
Closes: April 10 at 11:59 pm ET

Initial response due: April 6 by 11:59 pm ET

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Quizzes (11 x 2%) Best of 10 out of 11 quizzes	See Schedule below	20%	LO # 1 & 2
Midterm Exam	February 11, 2021	15%	LO # 1 & 2
Discussion Participation (7 x 5%) Introductory and Reflection Discussion (2 x 2.5%)	See Schedule below	35% 5%	LO # 3 & 4
Final Exam	TBA	25%	LO # 1 & 2

Additional Notes:

Quizzes

Throughout this course, you will be responsible for completing 11 online quizzes within the CourseLink Quizzes tool (accessed via **Tools** menu on the navbar). The quizzes are based only on chapters from textbook. Your grades is based on best of 10 out of 11 quizzes.

Discussion Participation

Discussion activities have been integrated into this course to provide you with frequent opportunities to engage and dialogue with your peers and to explore social psychological phenomena in a critical and reflective way. The specifics of each activity will be presented to you in the online units of the course. You are asked to write a reflection piece on the following topics.

Introductory Activity (Discussion 1): Two Truths and a Lie

The main goals of this activity are twofold: 1) to help you to feel comfortable navigating in our online learning environment and 2) if you haven't used an online discussion forum previously, to give you practice posting messages. As well, this activity will provide you with an opportunity to introduce yourself to your discussion group and to get to know some of your classmates, as you will be discussing various aspects of social psychology with them throughout the semester.

Discussion Activity 2: Who Are You?

For the first discussion activity you are asked to think about yourself. Describe your characteristics. Explain how you came to become the person you call yourself. Identify any

positive self-illusions you might have and list at least two examples. Do the values of your culture have a role in defining yourself?

Discussion Activity 3: Your Perception of Others

Think about a person that you either like or dislike a lot. What characteristics does this person have? How did you form the impression that you have of this person? Does this person have vivid, rare, or extremely positive or negative characteristics?

*Remember to exhibit sensitivity when writing your response.

Discussion Activity 4: Anti-Vaccination Attitudes

The results of scientific empirical studies show that vaccines are safe and effective in combating the spread of disease. However, there is a segment of the society that believe vaccines are linked to autism or hold conspiracy theory about vaccinations in general. Discuss why some hold “anti-vax” attitudes? What is the source of misinformation? Hint: Cognitive biases Overconfidence are two relevant concepts to explore.

- You may find the following article and videos helpful as you develop your argument. Motta, M., Callaghan, T., & Sylvester, S. (2018). Knowing less but presuming more: Dunning-Kruger effects and the endorsement of anti-vaccine policy attitudes. *Social Science & Medicine*, 211, 274-281.
- [video from the Washington Post](#)
- [Vaccines—Calling the Shots Sneak Peek](#) | NOVA
<https://www.youtube.com/watch?v=B8fW-r6cO3M>
- [FRONTLINE | The Vaccine War](#) | PBS,
<https://www.youtube.com/watch?v=VPOrnU3Imxl>

Discussion Activity 5: Attitudes Across Cultures

Examine how attitudes differ across culture. First, identify an attitude that is different across cultures (e.g., attitudes toward environmental issues, sexual orientation/activities, or attitudes toward alcohol/food/animals, etc.). Second, compare and contrast your attitudes with attitudes of people from another culture. Third, discuss these differences in terms of the values in these cultures (e.g., individualism/collectivism, urban/rural characteristics, income, etc.).

Discussion Activity 6: The Influence of Culture in Understanding COVID-19

Recall behaviours that people engaged in when pandemic started in Canada or North America in early 2020 (e.g., hoarding, panic, endorsing conspiracy theory). Reflect on your own behaviours and your neighbours, friends, or a family member, which were in response to COVID-19, and discuss the role of culture in those behaviours. Provide two examples and refer to cultural characteristics in analyzing those examples.

- You may find the following articles helpful as you develop your argument.
- Ryder, A., Berry, J.W., Safdar, S., & Yampolsky, M. (2020, May). "Psychology Works" Fact Sheet: [Why Does Culture Matter to COVID-19?](https://cpc.ca/docs/File/Publications/FactSheets/FS_CultureAndCOVID-19.pdf)
https://cpc.ca/docs/File/Publications/FactSheets/FS_CultureAndCOVID-19.pdf
- Gelfand, M. (2020, March). [To survive the coronavirus, United States must tighten up.](https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf) Boston Globe. https://6df1098c-05f3-4ab1-a049-b59ba7f3ecfe.usrfiles.com/ugd/6df109_6da2e95a748c49adb1fefdc34d966569.pdf

Discussion Activity 7: Racism in Our Society

After the killing of George Floyd (May 25, 2020) in the U.S., many societies around the world witnessed the rise of anti-racism movement. Give an example of racist act that you witnessed and describe effective ways of responding to the racist act. You are expected to reference the speaker's presentation (Mr. Kevin Sutton) and the discussion surrounding the topic.

Hint: use socio-psychological theories of stereotypes, prejudice, and discrimination in understanding individual and systemic racism and effective response to it.

Discussion Activity 8: Aggression Across Cultures

Compare and contrast the Simbu tribe of New Guinea with the Semai in Malaysia. Identify if these groups are different in terms of aggressive behaviour. Examine the culture of these two groups and discuss what factors contribute to cultural differences in aggressive behaviour. Hint: The Simbu tribe has limited land resources while the Semai live in rain forest.

Reflection Activity (Discussion 9): Moving Forward, Look Backward

For the final week of the course, you are asked to reflect on your learning process and what you found useful and not so useful. Please share your thoughts and your learning experience with your group on the discussion board.

Midterm Exam

This course requires the use of Respondus LockDown Browser and Monitor (webcam) to proctor your online midterm and final exam within CourseLink. The midterm is based on Chapters: 1, 2, 3, 4, 5, & 6 and materials from online units from January up to the midterm.

The midterm will be delivered online via the **Quizzes** tool. The exam is 2 hours in length and will be held on **[February 11, 2021]**. There will be an entry window during which you can enter the online exam. Further details about your entry window will be announced closer to the exam period.

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<http://spaces.uoguelph.ca/ed/system-requirements/>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Final examination date and time: TBA

Final exam weighting: 25%

Final Examination regulations are detailed at:

[Examination Regulations](#)

This course requires the use of Respondus LockDown Browser and Monitor (webcam) to proctor your online final exam within CourseLink. Use of Lockdown Browser with a webcam has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser and Monitor](#) to complete the practice test and final exam. While writing the practice test and final exam, you must show your university issued identification card during the Respondus Startup Sequence. The final exam is multiple choice answer format. The questions are from the textbook and the online units since the midterm.

Respondus LockDown Browser and Monitor Requirements

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going

to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, you must meet the following technical requirements so that you can take the practice test and final exam:

1. Operating Systems: Windows 10, 8, 7; Mac OS X 10.10 or higher.
2. Memory: Windows 2 GB RAM; Mac 512 MB RAM.
3. For Mac users: Safari must function properly on the computer.
4. Mac users must have Adobe Flash Player installed to Safari, even if a different browser is normally used.
5. Functioning webcam and microphone. The webcam and microphone can be built into your computer or can be the type that plugs in with a USB cable. (You will be required to do an environment scan of your room, so please ensure you can move your computer, laptop or webcam for this scan.)
6. A broadband Internet connection. It is recommended that you access the Internet via a wired connection.

If you have any concerns about meeting system requirements, contact [CourseLink Support](#). They will work with you to find alternative solutions or make alternative arrangements.

<http://spaces.uoguelph.ca/ed/contact-us/>

The final exam will be delivered online via the **Quizzes** tool. The exam is 2 hours in length. There will be an entry window during which you can enter the online exam. Similar to a sit-down exam where you must arrive prior to the start of the exam, it is highly recommended that you enter the online exam environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full two hours for the exam. Please be sure to review the Using Respondus Lockdown Browser and Monitor instructions by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

Important Note: There is a mandatory practice test that you are required to take before the online exam. The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser and Monitor or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at courselink@uoguelph.ca or 519-824-4120 ext. 56939.

University of Guelph degree and associate diploma students must check [WebAdvisor](#) for their examination schedule. Open Learning program students must check the [Open Learning Program Final Examination Schedule](#) for their examination schedule.

<http://www.respondus.com/lockdown/download.php?id=273932365>

<https://webadvisor.uoguelph.ca>

<http://opened.uoguelph.ca/student-resources/Open-Learning-Program-Final-Exam-Schedule>

<http://opened.uoguelph.ca/student-resources/final-exams>

Course Resources

Required Texts:

Title: Social Psychology (WileyPLUS access code, online version only)

Author(s): Sanderson, C.A. & Safdar, S.

Edition / Year: First Canadian Edition / 2012

Publisher: John Wiley & Sons Canada

ISBN: ES8-0-470-67809-1

By purchasing the WileyPLUS access code, you are given access to the Social Psychology, Canadian Edition e-book. You are NOT required to purchase a hardcopy of the textbook, but you are required an access code to access WileyPLUS which includes the electronic version of the textbook.

You may purchase the access code at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#) or from WileyPlus directly. Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

Other Resources:

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://v2.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

Course Policies

Grading Policies

Please note that late assignments will receive **a grade of 0**. Because assignments are submitted online, anything submitted after the due date will receive a grade of 0. Therefore, it is important to give yourself plenty of time to complete and submit your assignment. Internet and computer failures are not considered legitimate reasons for late submissions and **will not be** accommodated.

For late final exam submissions to the **Quizzes** tool, your attempt will be flagged as late, and you will be prevented from making further changes to your attempt once your time ends. Make

sure you save all your responses to the exam questions. For details on how long you have to complete the quiz or exam, please see the instructions in **Assessments** on CourseLink. The **Quizzes** tool counts down your time in the upper-left hand corner. Please pay close attention to this countdown and save your answers frequently

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Also, see [Undergraduate Grading Procedures](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is April 12, 2021 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)

Additional Course Information

The method of instruction used in this course is not lecture-based but instead focuses on independent and collaborative learning. Online instruction and support are available throughout the semester from the various sections of this course website and from your course instructor and teaching assistants. The selected materials for the course consist of an online textbook, online learning units, and access to videos of social psychological experiments. The assignments for this course have been developed to reinforce the course materials and support your learning. The aim is to assist you in learning independently, to promote peer-to-peer learning, to provide guidance on the subject matter and assignments, to provide you with feedback on your assignments and to assist you with understanding the course content.

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Netiquette Expectations

The course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system; and
- Sharing your username and password.