

PSYC*2310, Course Outline: Winter 2016

General Information

Course Title: Introduction to Social Psychology

Course Description:

Social psychology will be explored in lectures, class activities, and assignments. The course will focus on five Big Ideas in social psychology: the influence of social norms, the need to belong, personal perspective differences, the need for consistency, and mental shortcuts. Using those five Big Ideas, and various aspects of those ideas, students will analyze social behaviour and communicate their analyses in class activities and in writing.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Winter 2016

Class Schedule and Location: Tues and Thurs 2:30 to 3:50 PM in Rozanski Hall (ROZH) 104

Instructor Information

Instructor Name: Ian Newby-Clark

Instructor Email: inewby@uoguelph.ca

Office location and office hours: MacKinnon Extension 3006; T & Th 1 to 2; or by appointment

GTA Information

GTA Name: Ms. Patricia Baratta

GTA Email: pbaratta@uoguelph.ca

GTA office location and office hours: BWH 227; By Appointment

GTA Name: Ms. Claudia Barned

GTA Email: cbarned@uoguelph.ca

GTA office location and office hours: BWH 219; By Appointment

GTA Name: Mr. Vishi (Vishaharan) Gnanakumaran

GTA Email: vgnanaku@uoguelph.ca

GTA office location and office hours: BWH 227; By Appointment

GTA Name: Ms. Ashna Jassi

GTA Email: ajassi@uoguelph.ca

GTA office location and office hours: BWH 219; By Appointment

GTA Name: Ms. Amanda Jenkins

GTA Email: ajenki02@uoguelph.ca

GTA office location and office hours: BWH 216; By Appointment

GTA Name: Ms. Gillian Maurice

GTA Email: gmaurice@mail.uoguelph.ca

GTA office location and office hours: BWH 220; By Appointment

GTA Name: Ms. Oriana Vaccarino

GTA Email: ovaccari@uoguelph.ca

GTA office location and office hours: BWH 227; By Appointment

Course Content

Specific Learning Outcomes:

By the end of this course, a successful student will be able to:

1. analyze social behaviour by detecting when/where/how **social norms** are influencing social behaviour.
2. analyze social behaviour by detecting when/where/how **the need to belong** is influencing social behaviour.
3. analyze social behaviour by detecting when/where/how **personal perspective differences** are influencing social behaviour.
4. analyze social behaviour by detecting when/where/how **the need for consistency** is influencing social behaviour.
5. analyze social behaviour by detecting when/where/how **mental shortcuts** are influencing social behaviour.
6. **effectively communicate** the results of a social behaviour analysis through clear and persuasive writing.
7. use clear and persuasive writing to **effectively communicate** how he/she achieved learning outcomes.

Throughout this course, a successful student will be able to:

8. demonstrate personal accountability and responsibility **by exhibiting full knowledge** of the course syllabus, in-class announcements, assignment documents, emails, news items, and instructor/TA postings in on-line discussion forums.
9. commit fully to team tasks, contribute quality work, and excel in personal contributions **by making early, continued, and meaningful contributions** to group work that takes place in and out of class.

Lecture Content: Subject to Change

Date	Topic	Details	
Jan 12 th	Introduction to the Course	How You Will Become a Social Behaviour Analyst	
Jan 14 th to Jan 26 th	Big Idea 1 Social Norms	Jan 14 th	Norms are All Around Us
		Jan 19 th	Campus Culture
		Jan 21 st	Q & A with the TAs In-Class Quiz
		Jan 26 th	Obedience to Authority and Reciprocity
Jan 28 th To Feb 11 th	Big Idea 2 The Need to Belong	Jan 28 th	Introduction to the Need to Belong
		Feb 2 nd to Feb 11 th	In-Class Group Work (Graded)
Feb 23 rd to Mar 3 rd	Big Idea 3 Personal Perspective Differences	Feb 23 rd	Naïve Realism
		Feb 25 th	Self/Other Asymmetry
		Mar 1 st	Hindsight Bias Fundamental Attribution Error
		Mar 3 rd	Motivated Reasoning About the Self and Others

Mar 8 th to Mar 22 nd	Big Idea 4 The Need for Consistency	Mar 8 th to Mar 22 nd	Small Class Environment Instructor Talk: The Causes and Consequences of Cognitive Dissonance Assignment Q & A
Mar 24 th to Apr 5 th	Big Idea 5 Mental Shortcuts (Heuristics)	Mar 24 th	Representativeness and Availability
		Mar 29 th	Anchoring and Confirmation Bias
		Mar 31 st	Endowment Effect Sunk Costs Fallacy
		Apr 5 th	Loss Aversion and Prospect Theory
Apr 7 th	Last Class	Apr 7 th	Final Assignment Q & A

Labs: Not Applicable

Seminars: Not Applicable

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
In-Class Quiz	Jan 21 st	5	1,8 by Instructor
Social Norms Assignment	Jan 29 th	5	1,(6 or 7),8 by TA
The Need to Belong: Quality of Group's In-Class Work (Must Attend to Get Group's Mark)	Feb 2 nd or Feb 4 th or Feb 9 th or Feb 11 th	5	2,8,9 by TA/Instructor
The Need to Belong: Student's Contribution to Group	Feb 19 th	10	8,9 Peer Assessment
The Need to Belong Assignment (Group Mark)	Feb 19 th	5	2,(6 or 7),8 by TA/Instructor
Personal Perspective Differences On-Line Quiz	Feb 22 nd	5	3,8 by Instructor
Need for Consistency On-Line Quiz	Mar 7 th	5	4,8 by TA
Personal Perspective Differences Assignment	Mar 11 th	5	3,(6 or 7),8 by TA

Mental Shortcuts On-Line Quiz	Mar 23 rd	5	5,8 by Instructor
Need for Consistency Assignment	April 1 st	5	4,(6 or 7),8 by TA
Mental Shortcuts Assignment	Apr 11 th	5	5,(6 or 7),8 by TA
Final Assignment: Social Behaviour Analysis	Apr 15 th	40	1,2,3,4,5,6,8 by Instructor
Helping the Course	Jan 12 th to Apr 15 th	1 Maximum (Bonus)	8 by Instructor

Additional Notes:

1. There is no textbook. Instead, there are assigned readings of various kinds (novels, research articles, newspaper articles, magazine articles, books, etc.).
2. The instructor checks email once a day during the week and he does not check email on weekends.
3. The instructor and TAs will not respond to questions that can be answered by consulting the course syllabus, notes of in-class announcements, assignment documents, emails, news items, and instructor/TA postings in on-line discussion forums (see Learning Outcome #8).
4. Your (randomly) assigned group in-class work date for the Need to Belong part of the course cannot be altered. Group composition cannot be altered.

Final examination date and time: There is no final exam.

Final exam weighting: Not Applicable

Course Resources

Required Texts:

White, E. (2010). Lonely: Learning to live with solitude.
This book is most relevant to the Big Idea 2: "The Need to Belong"

Festinger, L., & Riecken, H. (1956). When prophecy fails.
This book is most relevant to the Big Idea 4: "The Need for Consistency"

Belsky, G., & Gilovich, T. (2010). Why smart people make big money mistakes . . . and how to correct them: Lessons from the life-changing science of behavioral economics. This book is most relevant to Big Idea 5: “Mental Shortcuts”

All texts are available for purchase in the bookstore. The Festinger and Riecken book is also available electronically through the library.

In addition, together the class will select five works of fiction, any number of which can be used for the final assignment (i.e., students can use 1,2,3,4, or all 5 books; there is no necessary correspondence between the number of books used and the grade a student receives). Students will be responsible for gaining reliable access to the books, though it is anticipated that the books will be available for purchase from local bookstores and on-line.

There will be a number of research articles that will be required reading. All of those materials and will be available on the course website.

Recommended Texts: None

Lab Manual: Not applicable.

Other Resources:

A great deal of course material (readings, media links, assignment details etc.) will be made available solely on the course website on Courselink. On-line quizzes will take place on Courselink. Assignments will be submitted via dropbox on Courselink. It is highly recommended that students visit the course website **everyday** for information and updates.

Course Policies

Grading Policies

1. All papers will be marked holistically (i.e., there are no detailed rubrics in which total marks are ‘broken down’). A letter grade will be assigned. That letter grade will equate to a numerical grade. The possible grades on any assignment are: A++ (100%), A+ (95%), A (85%), B (75%), C (65%), D (55%), F (45%), Incomplete (0%). The instructor and teaching assistants use the senate guidelines (<https://www.uoguelph.ca/registrar/calendars/undergraduate/2015-2016/c08/c08-grds-proc.shtml>) to aid in their determination of grading standards for each assignment. Those assignment-specific grading standards will be made available to students when an assignment is posted.
2. If you have questions and/or concerns about how you were graded by a TA, contact the TA who marked you. If you are dissatisfied with the outcome of your discussion(s) with the TA, you can ask the instructor for a re-grade. Please be advised that your mark could go up or down and that the new grade will be final. If you wish to be re-graded, send the

instructor an email and indicate three things: 1. You have followed up with the TA who marked you. 2. You are not satisfied with the outcome of your discussion(s) and you wish to be re-graded. 3. You are aware that your mark could go up or down and that the new grade will be final.

3. Except for re-grade requests (see #2 above), the instructor does not engage in email exchanges about grading. Please visit the instructor during his office hours for all other grading matters.
4. There are no make-up dates for quizzes. Failure to take a quiz will result in a grade of zero on the quiz.
5. All members of a group will receive the same mark on their written submission. One submission per group.
6. Late assignments will not be accepted and a grade of zero will be assigned. No allowance will be made for failure to take note of a deadline, misremembering a deadline, forgetting to submit, failure to confirm successful submission, failure to submit in one of the allowed formats, computer problems, and/or mechanical problems of any other kind. It is therefore highly recommended that assignments be submitted, and checked for successful submission, well before posted deadlines. Do not email TAs and/or the instructor your assignments. Any such emails will be ignored. It is also highly recommended that students back up their work. Catastrophic computer failures occur and no allowance will be made for such an eventuality.
7. Due to the nature of the course and the nature of some assessments, absence from class (and lack of full participation) will result in a lower final grade than would have been obtained otherwise. Please note in particular: You will be randomly assigned to a group for the Need to Belong part of the course. Your group will be assigned a date to attend class so that your group work can be observed and marked by the TAs and the instructor. Failure to attend that day will result in you receiving a mark of zero on "The Need to Belong: Quality of Group's In-Class Work." Only group members in attendance on their designated day can receive a mark.
8. Any student who contributes a suggestion about the administration of the course that is put into practice by the instructor, or who contributes useful information about social psychology that the instructor uses in the course, will be awarded a bonus point (Helping the Course; see also Learning Outcome #8). A maximum of one bonus point per student will be awarded.

Course Policy on Group Work:

It is expected that all members of a group will participate fully in all group activities. Students will be assessed by the instructor, TAs, and their peers in accordance with this expectation.

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

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.

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [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 Friday March 11th. For regulations and procedures for Dropping Courses, see the Academic Calendar:
[Current Undergraduate Calendar](#)

Additional Course Information