

**COLLEGE OF EDUCATION  
VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING  
PSYC 3710, SOCIAL PSYCHOLOGY, 3 CREDIT HOURS  
FALL SEMESTER 2009**

Teachers open the door, but you must enter by yourself.  
- Chinese Proverb

**REQUIRED TEXTBOOK**

Baron, R. A., Branscombe, N. R., & Byrne, D. (2008). *Social psychology* (12th ed.). San Francisco, CA: Allyn and Bacon.

**COURSE DESCRIPTION**

Social psychology is the scientific study of how our thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. **Prerequisite: PSYC 2500.**

**VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOMES**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

**COURSE EDUCATIONAL OUTCOMES FOR B.A./B.S. PSYCHOLOGY DEGREE**

5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
6. Use appropriately the technical language of the science of psychology in oral and written communication.
9. Describe the impact of society and culture on human diversity.
11. Use appropriate computer technology to complete relevant assignments.

**COURSE OBJECTIVES**

This course is designed to provide you with an introduction to the wondrous, fascinating, sensational, delightful, attractive, enchanting, riveting field of social psychology. The primary goal of the course is to familiarize you with the fundamental principles of social psychology. Although this will not be an easy task, I do want you to know that we will try to have FUN accomplishing this goal.

1. Students will identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
2. Students will use appropriately the technical language of the science of psychology in oral and written communication.
3. Students will describe the impact of society and culture on human diversity.
4. Students will use appropriate computer technology to complete relevant assignments.

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

During this course, you will write one reaction paper and present a group project. These assignments are designed to give you a broader and more applied knowledge of social psychology. The reaction paper assignment involves selecting a theory from the text or a topic discussed in lecture that you find particularly interesting, evaluating it, and relating it to an event you believe is important or to your own social experience. You must get my approval before you begin writing.

*Group project.* The group project will be completed in groups of 4-5. All group compositions must be approved by me. The presentation should use a social psychological theory or domain in an applied manner, and much deeper in context than the reaction paper. For example, how can social psychology help us understand spousal abuse, anorexia, or why athletes use steroids? You may also choose to replicate a study you found interesting and present your findings. In order to prepare a good report, you will have to do outside research, because **the report must not simply regurgitate the material covered in the textbook.** If you do not do your fair share of the workload and the group comes to speak to me about it, then you will be removed from the group and receive a zero on the project.

## **COURSE EVALUATION**

There will be chapter quizzes during the course of the semester, so do not fall behind in the readings. There will be three exams including the final exam. All exams will consist of 50 multiple choice items. On all exams, you will be allowed one 8.5" x 11" cheat-sheet. The notes on your cheat-sheet (both sides) must be handwritten; any other medium and the cheat-sheet will be confiscated. You are warned that the exams will be designed more toward testing your understanding and ability to apply concepts than testing strict memorization. The exams are not cumulative and are based on material covered in the textbook, lectures, and videos. Your performance on the exams will be available in a timely manner. If you wish to see which questions you missed, then you can stop by during my office hours or make an appointment. You can earn back some of the points you missed on the first exam only, excluding any extra-credit questions. The make-up is due 3 days after tests are returned, no exceptions. You can email it to me earlier, so plan ahead. Visit the following URL and follow the instructions:

<http://chiron.valdosta.edu/mawhatley/recoverpoints.htm>

Make-up quizzes or exams will be given *only* under special circumstances. For example, "I was in an car accident" is an example of a special circumstance; whereas, "I forgot" or "I was sleeping" is not.

**Midterm Date:** October 8<sup>th</sup>, 2009 - THURSDAY

**Final Exam Date and Time:** WEDNESDAY, DECEMBER 9<sup>th</sup>      12:30 - 2:30

**Note:** You must take your final exam during your scheduled final exam time.

Final grades will be based on the standard 90%, 80%, 70%, and if necessary...gulp...60%.

<b>Point totals</b>		<b>Final Grades</b>	
Exam 1	50	A	200 - 180
Exam 2	50	B	179 - 160
Exam 3	50	C	159 - 140
Paper/Presentation	50	D	139 - 120
		F	below 120

**Total 200 Points**

### **ATTENDANCE POLICY**

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to five possible reasons: (1) illness of student or serious illness of a member of the student's immediate family; (2) death of a member of the student's immediate family; (3) attendance on a sponsored University trip; (4) major religious holidays; and (5) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

*Important information.* As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

### **COURSE WITHDRAWAL POLICY**

Students withdrawing from the course **BEFORE** mid-term will be assigned a nonpunitive W. Students will not be allowed to withdraw after the mid-term point of the semester as published in the school calendar as required by Board of Regents' policy.

**Note:** – to stop attending class does not constitute withdrawing from the course.

### **PLAGIARISM and CHEATING POLICY**

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. These rules can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file or whatever. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Do not find an article or paper on the internet and copy and paste parts of it or all of it into an assignment and call it your own. Although you might be tempted to "cut-and-paste," engaging in such behavior is plagiarism. The material in an assignment should be in your own words and not someone else's. Using the "thesaurus" option in a word processing program to change a few words of a sentence is still plagiarism. If you want to "risk it" by cutting-and-

pasting, then you will be responsible for any and all consequences resulting from such behavior. Plagiarism is becoming a substantial problem on college campuses and there is software developed to combat it. Many faculty use an algorithmic search engine written specifically to locate plagiarized papers, usually in less than 60 seconds. Save yourself the embarrassment and academic consequences by using your own words in all assignments.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion from the University.

### **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

[http://www.valdosta.edu/catalog/0506/ugrad/ungrad\\_whole\\_catalog.pdf](http://www.valdosta.edu/catalog/0506/ugrad/ungrad_whole_catalog.pdf)

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities (<http://www.valdosta.edu/ssp/>) in 1115 Nevins Hall, (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **INSTRUCTOR**

Dr. Mark A. Whatley

Office: Psychology and Counseling Building, Room 17

Phone: (229) 293-6320 or 333-5930 (Secretary)

Office hours: MW, 11:00 - 2:00; T, 1:00 - 5:00; or by appointment.

Email: [mwhatley@valdosta.edu](mailto:mwhatley@valdosta.edu)

URL: <http://chiron.valdosta.edu/mawhatley>

### **EMAIL ETTIQUETTE**

All emails will be written in a manner expected of a college student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me “professional correspondence.” The email will start with a proper greeting or salutation, such as “Dr. Whatley,” “Hi,” “Hello,” etc. Although it is used frequently among friends and acquaintances, “Hey” is not a formal greeting. Please do not send me irrelevant emails, or forward emails that you think are “cute,” etc.

However, when you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the

following in the subject line of your email:

PSYC 3710: Course Question

**\*Note: Emails that do not follow the above guidelines will be ignored.**

### **A FINAL WORD**

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting a change in some of these procedures or policies, but you should not count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me as soon as possible should any difficulties arise in your life that might interfere with your performance in the course. Waiting until final grades are distributed to talk to me is altogether too late. **I reserve the right to add, remove, or modify course assessments as necessary.**

### **TENTATIVE COURSE SCHEDULE**

Week of

08/17	Introduction Chapter 1:	What is Social Psychology? Social Psychology
08/24	Chapter 4:	The Self
08/31	Chapter 3 :	Social Perception
09/07	Monday – No Class, Labor Day Chapter 2:	Social Cognition
09/14	Chapter 2 : <b>EXAM 1:</b>	Social Cognition <b>WEDNESDAY</b>
09/21	Chapter 5 :	Attitudes
09/28	Chapter 8 :	Social Influence
10/05	Chapter 7: Last Day to Withdraw - THURSDAY, OCTOBER 8th	Interpersonal Attraction & Close Relationships
10/12	Chapter 9:	Prosocial Behavior

10/19	<b>EXAM 2 :</b> Chapter 10:	<b>MONDAY</b> Aggression
10/26	Chapter 10:	Aggression
11/02	Chapter 6: Spring Registration Begins	Prejudice
11/09	Chapter 6: Chapter 11: Spring Registration Continues	Prejudice Groups
11/16	Chapter 11: Spring Registration Ends Friday	Groups
11/23	Group Presentations Thanksgiving Holiday - Classes Meet Monday and Tuesday	
11/30	Group Presentations	
12/07	Individual Meetings	

**FINAL EXAM      WEDNESDAY, DECEMBER 9<sup>th</sup>      12:30 - 2:30**

<b>Program and Course</b>	<b>Activity</b>	<b>Assessment</b>
Social Psychology <b>(PSYC 3710)</b>		
<b>VSU General Education Outcomes</b>		
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Lecture, Discussion, Assigned text readings, Videos.	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
3. Students will use computer and information technology when appropriate.	Assignments, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Class activities, Projects	The instructor uses appropriate grading criteria to evaluate students' work.
<b>BA/BS Psychology Degree Outcomes</b>		
5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.	Class activities, Exams, extra-credit opportunities, Project, Video.	The instructor uses appropriate grading criteria to evaluate students' work.
6. Use appropriately the technical language of the science of psychology in oral and written communication.	Class activities, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
9. Describe the impact of society and culture on human diversity.	Class activities, Project, Video.	The instructor uses appropriate grading criteria to evaluate students' work.
11. Use appropriate computer technology to complete relevant assignments.	Project.	The instructor uses appropriate grading criteria to evaluate students' work.

<b>Educational Outcomes of BA and BS Psychology Degrees</b> <i>Identified courses address listed outcomes explicitly.</i>	<b>PSYC Course Numbers</b>
1. use the scientific method as a primary basis for engaging in critical thinking	3300, 3600, 3900, 4950, 4991-4993
2. review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences	3600, 3900, 4000, 4050, 4990
3. design, run, and analyze research studies and write reports using APA style	3300, 3600, 4000, 4050, 4150, 4300, 4500, 4991-4993
4. articulate controversial and ethical issues in psychology	3600, 3900, 4800, 4950
5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation	3110, 3130, 3200, 3210, 3220, 3300, 3710, 3800, 4100, 4150, 4500
6. use appropriately the technical language of the science of psychology in oral and written communication	All courses
7. articulate the developmental changes resulting from hereditary and environmental factors	3200, 3210, 3220
8. compare and contrast theoretical perspectives within psychology	3110, 3130, 3400, 3450, 3700, 3800, 4900, 4950
9. describe the impact of society and culture on human diversity	3200, 3210, 3220, 3400, 3450, 3700, 3710
10. examine and evaluate career and educational opportunities available with an undergraduate psychology degree	2500, 4950, 3000 Advising
11. use appropriate computer technology to complete relevant assignments	All courses
12. interact effectively and work productively with others	3110, 3130, 3900, 4500, 4900, 4950

### CURRENT APPLICATIONS

#### CROSS-SITUATIONAL CONSISTENCY IN PUNCTUALITY: ARE SOME PEOPLE NOTORIOUSLY LATE?

"Five people showed up late to class the other night. This would be no big deal, except that the class they were late for was a class on how not to be late. The class, called 'Never Be Late Again,' is given once a month in a downtown San Francisco hotel by the Learning Annex...Della, a truck driver, said she has been late to work all her life. If she is late one more time, even by a single minute, she stands to lose her job. 'I need help,' she said."

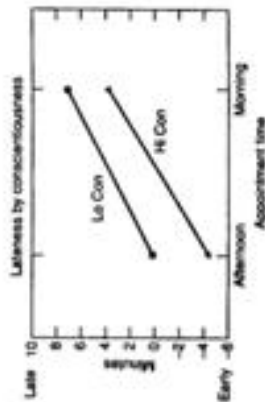
John Carroll,  
San Francisco Chronicle,  
May 3, 1991, p. e10

Is it true that there is considerable cross-situational consistency in how late people are? Dudyeha (1936) was the first psychologist to study punctuality empirically. He recorded children's arrival times to various school and social activities and found a modest degree of consistency. More recently, Mischel and Peake (1982) assessed various behavioral manifestations of conscientiousness, including several measures of subjects' arrival times. Using correlational indices, they concluded that behavioral consistency across situations was low at best.

Ware and John (1995) asked a slightly different question: Does the broad Conscientiousness factor from the Five-Factor Model help us predict individual

differences in punctuality? The subjects were Berkeley students in the Masters of Business Administration Program whose arrival times at a managerial assessment program were recorded on several days. Conscientiousness was measured with the NEO-PI self-report scale two weeks prior to the experiment, thus allowing the researchers to divide up the sample beforehand into high and low Conscientiousness groups. Individual differences in lateness were substantial; subjects' arrival times ranged from 30 minutes early (a score of  $-.30$ ) to 46 minutes late (a score of  $+.46$  on lateness).

There were two kinds of situations: one was an easy appointment time (5 p.m. in the afternoon), and the other was a difficult appointment time (8 a.m. in the morning). The findings are illustrated in the figure below. As situationalist accounts of behavior would suggest, the average participant was 2 minutes early for the afternoon appointment but 6 minutes late for the early morning one. Now consider the trait effect: the students high in Conscientiousness consistently arrived earlier than the students low in Conscientiousness, by about 5 minutes, and this effect held in both situations. Generally students were consistent in their relative promptness across the situations and their conscientiousness scores predicted lateness to a statistically significant degree (see accompanying figure).



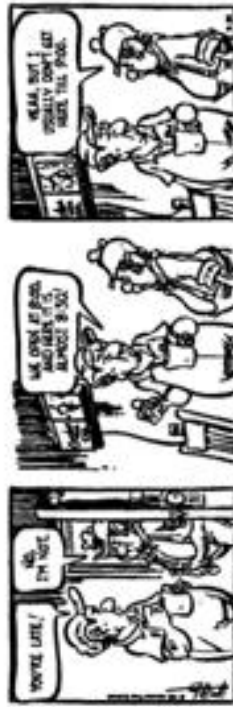
How large is this conscientiousness effect? Five minutes late on one day may not seem that much. But consider that 50 percent of the students were classified as relatively low on Conscientiousness and they arrived an average of 5 minutes later for each of their appointments. That adds up to an hour late in 12 appointments. At a job, it would translate into almost a half hour of work missed per week, two hours per month, and 24 hours (that is, three whole work days) per year. Thus, what seems like a small effect can quickly

snowball. No wonder that Della, the truck driver, is in trouble at her job! These findings illustrate that both the situation and our personality traits affect how we behave at any given time. There is some cross-situational consistency in lateness but the personality trait of Conscientiousness is only one of many influences that determine whether we are late in any one specific situation.

sources: Dudyeha, 1936; Mischel & Peake, 1982; Ware & John, 1995.

### GEECH®

by Jerry Blittie



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