

**COLLEGE OF EDUCATION  
VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING  
PSYC 9710, SOCIAL PSYCHOLOGY, 3 CREDIT HOURS  
SUMMER SEMESTER 2006**

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

**REQUIRED TEXTBOOK**

Tesser, A. (Ed.). (1995). *Advanced social psychology*. New York: McGraw-Hill.

**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. This course will examine the application of social psychology to the study of dynamic social organizations. In addition, the theoretical and applied approaches to social psychological issues will be emphasized.

**Prerequisite: Graduate standing or consent of the instructor.**

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

The following College of Education Graduate Conceptual Framework Principles will be addressed at an introductory level in this course:

- Principle 1: Graduates are committed to students and their learning.
- Principle 2: Graduates know the subject they teach and how to teach those subjects to students.
- Principle 3: Graduates are responsible for managing and monitoring student learning.
- Principle 4: Graduates think systematically about their practice and learn from experience.
- Principle 5: Graduates are members of learning communities.

**DEPARTMENTAL EDUCATIONAL OUTCOMES**

- 7. Apply basic psychological principles related to perception, learning, and decision making in the context of the design of workplace environment, instrumentation, equipment, and instructional materials.
- 9. Demonstrate an understanding of the relationship and interaction of social and technical environments.

**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.

My intent is for this course to serve two purposes: (a) to educate you in the classic theories and content areas of social psychology (Objective 7, 9), and (b) for you to learn to analyze and apply these theories in the context of your specialty area (Objective 7, 9).

### **COURSE PHILOSOPHY**

This course is a graduate seminar. I WILL NOT be lecturing in it. What you get out of this course depends solely on whether you do the required readings and whether you are willing and able to discuss them out loud with others. Thus, the only way this course will work is if all of you do all the readings and think about theoretical and methodological issues prior to when we meet.

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

Participation in class sessions is a required part of the course. You should develop a list of the issues that most intrigued you in the readings, the issues you found most puzzling, your perceptions of the strengths or weaknesses of the theories or studies represented in the readings, your sense of the directions the field should take, the theoretical development, etc. These issues are merely suggestions. The point is that you should *think* about the readings and their implications both applied and theoretical. The direction and quality of the discussion will depend on all participants.

For each set of readings, you will prepare a one-page single-spaced critical response to the readings. The content of the responses may vary. You might attempt an elaboration, or critique. At a minimum, you should demonstrate that you have completed the readings and devoted critical thought to their content. These papers will be emailed to me as a Word attachment saved as your last name followed by the week number (e.g., Whatley1) and due at the beginning of each new chapter. The papers will be formally graded and are worth up to 5 points; the critique with the lowest grade will be dropped. Do not take the one-page critiques lightly as they are an important part of your course participation grade. I have provided acceptable sample papers on the web site for this course. Your level of activity in the course will be monitored and contribute to your course participation grade.

*Webpage project.* The webpage project involves the development of a webpage to explicitly inform others in your specialized area the applicability of social psychology. The webpage can be viewed as a resource for others, but the project cannot simply contain links to other webpages. Your task is to be a bridge joining those in your area with social psychology in a manner that will be easy for them to understand and appreciate.

*Research project.* The research project involves an original research proposal investigating social psychological theory in an area relevant to you. A “replication” of a published article will not be allowed. The research proposal is to be a complete description of a research study. You may work in groups up to 4 individuals. If you want to form a group larger than 4 individuals, then I will need a written 1-2 page proposal stating the rationale for your request. I will evaluate the request and inform you of my decision.

The major portions of the proposal will include a background and significance section (introduction), a method section, a plan of analysis section, and a discussion section. The length of the various sections should be “journal length;” typically, 7 pages for the intro, 3-5 pages for the method, 1-4 pages for the planned analysis, and 3-5 pages for the discussion. The “journal length” guidelines are just that, so your mileage may vary 😊. The proposal will follow APA

guidelines and **MUST BE**, at a minimum, a basic factorial design and must include a power analysis. **Papers turned in after the due date will not be accepted.**

The proposal will be typed in "APA Style" as described in the publication manual of the American Psychological Association (APA). The responsibility of conforming to APA Style, neatness, grammar, spelling, etc. rests with YOU, even if you hire a typist. All papers will be written in a clear and concise manner. **DO NOT** hand in rough drafts; all submitted papers and assignments should be free of spelling, typographical, and grammatical errors. **Papers and assignments that contain more than three major errors (e.g., spelling, grammatical, poor paragraph development, etc.) or do not fulfill the assignment will be given a 70% at best.** Keep an electronic or hard copy backup for all of your assignments. Some suggestions:

Helpful writing tips: <http://chiron.valdosta.edu/mawhatley/writing.htm>

The Elements of Style: <http://www.bartleby.com/141/index.html>

**PLEASE KEEP A BACK-UP COPY OF YOUR PAPERS!!**

Important advice you should follow. The proposal will require a good deal of time and effort on your part. Because you have completed a graduate level statistics and research methods course(s), I will expect you to apply what you have learned in those courses to this proposal. A proposal that jeopardizes internal validity will receive, at best, a grade of D. All papers will be written in a clear and concise manner. Papers with avoidable or excessive spelling and grammatical errors will receive a grade of C.

You should not wait until the night before the paper is due to begin final editing for at least two reasons. First, you are likely to find areas in your paper that are missing information (e.g., references, scales, etc.) or have poor paragraph development. Second, computers, printers, and typewriters inevitably choose this time to break down, malfunction, run out of ribbon, or toner. I will not be sympathetic to stories about malfunctioning computer equipment, professional typists, boyfriends or girlfriends who did not finish your typing job when promised.

### **COURSE EVALUATION**

Toward the middle of the semester (e.g., June 20<sup>th</sup>, 27<sup>th</sup>) you will be scheduled to present an oral presentation of the course project you are proposing. The purpose of the presentation is threefold: to discourage waiting until the last minute before beginning work on the research proposal; to acquaint other class members with the project you are proposing; to obtain direct and comparative feedback that will help refine your project. **DO NOT** approach this presentation too casually. You should view the presentation as an opportunity to improve your oral presentation skills.

Make-up work will be allowed *only* under special circumstances. For example, "I was in an car accident" is an example of a special circumstance; whereas, "I forgot" or "I took a trip with the family" is not. If an absence is excused, then you will be allowed to submit the work the following class period.

**Midterm Date:** June 27<sup>th</sup>, 2006

**Final Exam Date and Time: TUESDAY, JULY 25<sup>th</sup> 6:00 - 8:00**

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

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

<u>Point totals</u>		<u>Final Grades</u>	
Critiques	25	A	90%
Class Participation	25	B	80%
Presentation	50	C	70%
Course Project	100	D	60%
		F	< 60%

### **ATTENDANCE POLICY**

This is a graduate-level course. You should never miss a class and I expect all of you to be in class each night for the entire time the class meets.

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to four 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; and (4) major religious holidays. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence.

### **COURSE WITHDRAWAL POLICY**

Students withdrawing from the course BEFORE mid-term will be assigned a WP. AFTER midterm, a WF is assigned by the Registrar's Office.

**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 2005-2006 on page 39: "Student Code of Conduct."

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 on page 39 of the Valdosta State University Student Handbook 2005-2006.

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

Voice: (229) 293-6320

Office hours: MW, 12:30 - 2:00, 3:30 – 4:30; T Th, 10:00 – 11:00; or by appointment.

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

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

All emails will be written in a manner expected of a graduate student (e.g., free of writing errors, etc.). When you send me an email, I require that you include the course abbreviation and number and section, and a brief statement/ phrase indicating what the email concerns. For example, if you had a question about the course, then you would include the following in the subject line of your email:

PSYC 9710: 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, but they are not "etched in stone." I am aware that individual circumstances may arise warranting 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.

### Reading Assignments

Readings to be determined, in part, by student interests.

Week of:

6/05		Course Questions and Chapter 1 (skim)
6/12	Week 1:	Chapter 3: Self and Identity (plus 3 of the 9 readings)
6/19	Week 2:	Chapter 4: Attribution (plus 4 of the 11 readings)
6/26	Week 3:	Chapter 5: Social Cognition (plus 4 of the 11 readings)
7/03	Week 4	No Class Tuesday Cognitive Dissonance – 4 of the 8 readings
7/10	Week 5:	Chapter 6: Attitudes and Attitude Change (plus 2 of the 8 readings)
7/17	Week 6:	Chapter 10: Aggression (plus 5 of the 13 readings)
7/24	Week 7:	Chapter 12: Prejudice (plus at least 3 of the 7 readings)

Wednesday through Friday will be discussion forum days.

The articles can be accessed from: <http://chiron.valdosta.edu/mawhatley/9710/articles>

**Final Exam: TUESDAY, JULY 25<sup>th</sup>**

**6:00 - 8:00**

<b><u>Program</u></b>	<b><u>Course</u></b>	<b><u>Program Outcome</u></b>	<b><u>Activity</u></b>	<b><u>Assessment</u></b>
Ed.D. Doctor of Education Degree	Social Psychology (PSYC 9710)	1. Graduates are committed to students and their learning.	Lecture Discussion Assigned text readings Class activities	Class participation and mastery of the material as evidence by the quality of the reaction papers.
		2. Graduates know the subject they teach and how to teach those subjects to students.	Students complete a reaction paper for each set of readings. Students also complete a research proposal applying social psychological principles to an educational context.	The instructor uses appropriate grading criteria to evaluate students' work. A rubric is used to grade the research proposal.
		3. Graduates are responsible for managing and monitoring student learning..	Lecture Discussion Assigned text readings Class activities	Class participation and mastery of the material as evidence by the quality of the reaction papers.
		4. Graduates think systematically about their practice and learn from experience	Students complete a reaction paper for each set of readings. Students also complete a research proposal applying social psychological principles to an educational context.	The instructor uses appropriate grading criteria to evaluate students' work. A rubric is used to grade the research proposal.

		5. Graduates are members of learning communities.	Lecture Discussion Assigned text readings Class activities	Class participation and mastery of the material as evidence by the quality of the reaction papers.
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## 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."

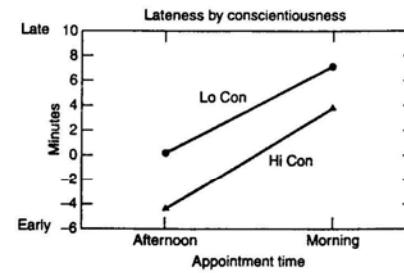
John Carroll,  
*San Francisco Chronicle*,  
May 3, 1991, p. e10

Is it true that there is considerable cross-situational consistency in how late people are? Dudycha (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 situationist 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: Dudycha, 1936; Mischel & Peake, 1982; Ware & John, 1995.

GEECH®

by Jerry Bittle



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