

## **PSY250 Social Psychology**

**(3 credit hours)**

### **Course Syllabus**

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#### **Course Description**

Study of the influences that people have on the beliefs and behaviors of others. Topics will include social perception and attribution, self-presentation, attitudes and attitude change, aggression and violence, group dynamics, and their relationship to selected fields.

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Develop a working definition of social psychology
2. Define, assess, and apply social psychology concepts in the major areas of social psychological research.
3. Understand the influence of others on our perceptions of ourselves, other people and social groups
4. Apply social psychology concepts, theories and research in different real-life applications
5. Understand and apply the power of social influence
6. Learn how social psychological concepts apply to situations in criminal justice, business and health
7. Utilize software to create analytical and visual presentations that illustrate crime data and statistics.

#### **Prerequisites/Corequisites**

PSY101 or SOC101; Education students: EDU250 or EDU216

#### **Required Textbook(s) and Resources**

Kassin, S., Fein, S., & Markus, H. R. (2021). *Social psychology*. (11th ed). Cengage.  
ISBN: 9780357122846

In addition to the textbook, you will need to watch the following video:

Yates, P. (Director). (1989). *An innocent man*. [Film]. Touchstone Pictures.

Note: You must find a copy of the film to watch. It is available from many streaming sources including Amazon, iTunes, YouTube, and GooglePlay for a rental fee. This video is not a part of the DragonACCESS program.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

This course includes exploration of theoretical concepts and direct applications to real-life scenarios. You will participate in discussions with your classmates, demonstrate mastery of key concepts through exams, and engage in reflection on important topics through essay assignments.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion 1	20	20	20	20	20	20	20	<b>140</b>

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion 2	20	20	20	20	20	20	20	140
Reflection Papers	-	-	100	-	100	-	100	300
Presentation	-	-	-	-	-	120	-	120
Exams	-	100	-	-	100	-	100	300
<b>Total</b>	<b>40</b>	<b>140</b>	<b>140</b>	<b>40</b>	<b>240</b>	<b>160</b>	<b>240</b>	<b>1000</b>

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: History and Research Practices	<input type="checkbox"/> WED: Activity 1.1: Meet Your Peers - Secondary Posts <input type="checkbox"/> WED: Activity 1.2: Defining Social Psychology - Initial Post <input type="checkbox"/> WED: Activity 1.3: Ethical Boundaries - Initial Post <input type="checkbox"/> SAT: Activity 1.2: Defining Social Psychology - Secondary Posts <input type="checkbox"/> SAT: Activity 1.3: Ethical Boundaries - Secondary Posts
Week 2: Self-esteem, Self- concept, and Self- presentation	<input type="checkbox"/> WED: Activity 2.1: Self-Esteem and Sesame Street - Initial Post <input type="checkbox"/> WED: Activity 2.2: Considering Motivation - Initial Post <input type="checkbox"/> SAT: Activity 2.1: Self-Esteem and Sesame Street - Secondary Posts <input type="checkbox"/> SAT: Activity 2.2: Considering Motivation - Secondary Posts <input type="checkbox"/> SUN: Activity 2.3: Exam 1
Week 3: Social Perception and Attribution	<input type="checkbox"/> WED: Activity 3.1: Attribution Errors - Initial Post <input type="checkbox"/> WED: Activity 3.2: Social Perceptions and Biases - Initial Post <input type="checkbox"/> SAT: Activity 3.1: Attribution Errors - Secondary Posts

	<input type="checkbox"/> SAT: Activity 3.2: Social Perceptions and Biases - Secondary Posts <input type="checkbox"/> SUN: Activity 3.3: Reflection Paper 1
<p>Week 4: Perceiving Groups</p>	<input type="checkbox"/> WED: Activity 4.1: Stereotypes: Research and Cases - Initial Post <input type="checkbox"/> WED: Activity 4.2: Analyzing Mere Contact - Initial Post <input type="checkbox"/> SAT: Activity 4.1: Stereotypes: Research and Cases - Secondary Posts <input type="checkbox"/> SAT: Activity 4.2: Analyzing Mere Contact - Secondary Posts
<p>Week 5: Attitudes</p>	<input type="checkbox"/> WED: Activity 5.1: Social Pressure and Personal Values - Initial Post <input type="checkbox"/> WED: Activity 5.2: Sublimation and Hidden Messages - Initial Post <input type="checkbox"/> SAT: Activity 5.1: Social Pressure and Personal Values - Secondary Posts <input type="checkbox"/> SAT: Activity 5.2: Sublimation and Hidden Messages - Secondary Posts <input type="checkbox"/> SUN: Activity 5.3: Reflection Paper 2 <input type="checkbox"/> SUN: Activity 5.4: Exam 2
<p>Week 6: Social Influence</p>	<input type="checkbox"/> WED: Activity 6.1: Obedience and Compliance - Initial Post <input type="checkbox"/> WED: Activity 6.2: The Dark Side of Social Influence - Initial Post <input type="checkbox"/> SAT: Activity 6.1: Obedience and Compliance - Secondary Posts <input type="checkbox"/> SAT: Activity 6.2: The Dark Side of Social Influence - Secondary Posts <input type="checkbox"/> SUN: Activity 6.3: PowerPoint Presentation
<p>Week 7: Interpersonal Attraction</p>	<input type="checkbox"/> WED: Activity 7.1: Virtual and Personal Relationships - Initial Post <input type="checkbox"/> WED: Activity 7.2: Final Reflections - Initial Post <input type="checkbox"/> SAT: Activity 7.1: Virtual and Personal Relationships - Secondary Posts <input type="checkbox"/> SAT: Activity 7.2: Final Reflections - Secondary Posts <input type="checkbox"/> SUN: Activity 7.3: Reflection Paper 3

### **Tips for Success**

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### **For More Information:**

Be sure to review the [Support, Policies, and Procedures](#) addendum.