

PSY245: Introduction to Social Psychology

School of Health and Social Sciences

5 Credits

Effective Date Summer 2022

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This course introduces students to the concepts of social psychology in a concise and thought-provoking manner. It is designed to provide students with a thorough grounding in the basic principles of social psychology, an understanding of the importance of context when interpreting research findings, and other complex topics, such as conformity, self-justification, and prejudice.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Note: resources listed under "Required - Must Purchase" should be purchased from a vendor of the student's own choosing; resources listed under "Available from the Library" are available at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Assess the social psychological factors that influence aggression
- Discuss the impact of conformity and obedience to authority on human behavior through exploration of historical and current events
- Discuss the use of experiments in social psychology
- Assess the distorting effects of bias on judgment and rational decision-making on social cognition

- Evaluate the impact of persuasion and attraction on human attitudes and behavior
- Explain the relationship between prejudice, stereotypes, and discrimination
- Describe social psychology's approach to understanding social influence and behavior

Additional Information

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Aggression
- Attraction
- Conformity and obedience to authority
- Effects of bias on judgment
- Experiments
- Persuasion
- Prejudice, stereotypes, and discrimination
- Rational decision-making
- Social influence and behavior

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Overview of Required Assignments	% of Final Grade
Course activities	25%
Quizzes	25%
Application paper	20%
Research paper	30%

Course Assignments and Grading

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Course Activities (25%)

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

To provide a structure for balanced participation and allow you to maximize the benefit of the discussion boards, it is recommended that you follow these guidelines:

1. Post your responses to discussion questions in the first three days of the school week (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday).
3. Respond to any questions that your instructor or peers have regarding your original post by the end of the school week.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	25%
Quantity of Responses	25%
Style and Mechanics	25%
Timeliness	25%
TOTAL	100%

Quizzes (equally weighted– 25%)

Students take weekly equally weighted online quizzes to reinforce the course materials. The quizzes test students' ability to utilize course concepts and terminology. All quizzes are closed books and notes.

<i>Components</i>	<i>% of Grade</i>
TOTAL	100%

Application paper (20%)

Using social theories and concepts covered in this course, students write a five- to six-page, double-spaced application paper as part of the assignments to meet the learning objectives of this course. In this paper, they analyze a current event (not older than 12 months). In their papers, students are expected to briefly describe the event as well as analyze it, using course concepts and theories. Each concept and key terms should be underlined.

In their work, students are expected to combine their own thoughtful analysis with ideas and information found in a minimum of two sources other than textbook. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. The application papers must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Components	% of Grade
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style, mechanics and APA(citations, references, formatting)	20%
TOTAL	100%

Research paper (30%)

As a way of summarizing their learning in this course, students write an eight- to ten-page, double-spaced paper that will explore in depth a subject of their interest from the course material. Students should complete some preliminary reading for their paper early in the quarter. During the fourth week of the course, they submit to their instructor a one- to two-page proposal of their research paper. The proposal should suggest their topic, propose an arguable thesis, and give the instructor some idea of how students intend to research and develop their thesis. Students are expected to combine their own thoughtful analysis with ideas and information found in a minimum of three sources other than a textbook. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. The research paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Components	% of Grade
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style, mechanics and APA(citations, references, formatting)	20%
TOTAL	100%

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta,

the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.

Rubrics

Course activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
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Percentage scale:	0.00 – 61.00%	62.00– 74.00%	75.00 – 91.00%	92.00 - 100.00%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Quality of responses – 25%	Superficial and undeveloped analysis; No insight or thoughtfulness; Off topic; Never addresses instructor’s comments to original posts; No connections are made to previous and current sessions’ concepts and materials; No references to readings; Obvious grammatical or stylistic errors, making understanding difficult.	Scattered and poorly developed analysis rarely supported by academically appropriate resources; Few, if any new ideas or connections made to previous and current sessions’ concepts and materials; Mostly anecdotal examples with no references to readings; Rephrases or summarizes other postings; Sometimes addresses instructor’s comments to original posts; Serious grammatical errors interfering with content	Generally competent analysis, supported by various academically appropriate resources; Some new ideas or connections to previous and current sessions’ concepts and materials; Most of the time addresses instructor’s comments to original posts; References materials provided by instructor; Grammatical or stylistic errors do not interfere with content	Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources; Detailed new ideas with connections made to previous sessions and/or real life situations; Always addresses instructor’s comments to original posts; References materials, other than those provided by instructor; Few grammatical or stylistic errors

Quantity of responses – 25%	Some, or all, required quality posts missing	Initial post and fewer than minimum number of required quality posts	Required minimum number of quality posts	Exceeds minimum number of required quality posts
Timeliness of responses – 25%	All posts submitted at the last minute without allowing for response time	Posts submitted on fewer than three days of the discussion time	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time
Style and mechanics (25%)	<ul style="list-style-type: none"> • Obvious grammatical or stylistic errors, making understanding difficult style • Uses casual language • Includes unnecessary information • Does not reference credible sources to support ideas 	<ul style="list-style-type: none"> • Serious grammatical errors interfering with content • Mostly uses concise language and includes very little unnecessary information • Attempts to reference credible sources to support ideas 	<ul style="list-style-type: none"> • Several grammatical or stylistic errors • Uses concise language with no unnecessary information • Almost always references credible sources to support ideas 	<ul style="list-style-type: none"> • Few grammatical or stylistic errors • Uses concise and compelling language with no unnecessary information • Transitions in writing and flow are smooth and clear • Always references credible sources to support ideas

Application paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.00%	62.00– 74.00%	75.00 – 91.00%	92.00 - 100.00%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0

<p>Organization and coherence (20%)</p>	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
<p>Evidence and support (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively

<p>Analysis and use of course concepts (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates to topic • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Uses few sources, may misunderstand them, and lacks critical thinking • No or minimal scholarly references 	<p>Analysis of the evidence stretches its meaning to support topic</p> <ul style="list-style-type: none"> • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no scholarly references 	<p>Analysis explains how the evidence supports the topic in most cases</p> <ul style="list-style-type: none"> • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of scholarly references to support analysis 	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the evidence and the topic • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references required to support analysis
<p>Style, mechanics, and APA (20%)</p>	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous awkward or ungrammatical sentences, 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding • Sentences generally clear, well structured, 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly structured, carefully focused, and fits

	<p>and sentence structure is simple or monotonous</p> <ul style="list-style-type: none"> • Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic • Format and references are incomplete and have many errors in APA style 	<p>overall understanding</p> <ul style="list-style-type: none"> • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<p>and focused, but some may be awkward or ineffective</p> <ul style="list-style-type: none"> • Generally uses words accurately and effectively, but sometimes may be too general • Format and references are complete and have few errors in APA style 	<p>assignment's purpose and audience</p> <ul style="list-style-type: none"> • Words chosen for their precise meaning and an appropriate level of specificity is used • Format and references are in correct APA style and are complete
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Research paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.00%	62.00–74.00%	75.00 – 91.00%	92.00 -100.00%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (20%)	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the

	<p>paragraphs, and ideas are not developed clearly</p> <ul style="list-style-type: none"> • Does not appropriately respond to the assignment 	<p>lack coherence</p> <ul style="list-style-type: none"> • Not all aspects of the assignment are addressed 	<p>completely, and most or all aspects of the assignment are addressed</p>	<p>progression of ideas</p> <ul style="list-style-type: none"> • Clearly communicated topic, and all aspects of assignment are addressed
<p>Evidence and support (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic <ul style="list-style-type: none"> • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively

<p>Analysis and use of course concepts (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates to topic • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Uses few sources, may misunderstand them, and lacks critical thinking No or minimal scholarly references 	<ul style="list-style-type: none"> • Analysis of the evidence stretches its meaning to support topic • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no scholarly references 	<p>Analysis explains how the evidence supports the topic in most cases</p> <ul style="list-style-type: none"> • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of scholarly references to support analysis 	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the evidence and the topic • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references required to support analysis
<p>Style, mechanics, and APA (20%)</p>	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous awkward or 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding • Sentences generally 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly structured, carefully focused, and

	<p>ungrammatical sentences, and sentence structure is simple or monotonous</p> <ul style="list-style-type: none"> • Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic • Format and references are incomplete and have many errors in APA style 	<p>generally impede the overall understanding</p> <ul style="list-style-type: none"> • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<p>clear, well structured, and focused, but some may be awkward or ineffective</p> <ul style="list-style-type: none"> • Generally, uses words accurately and effectively, but sometimes may be too general • Format and references are complete and have few errors in APA style 	<p>fits assignment's purpose and audience</p> <ul style="list-style-type: none"> • Words chosen for their precise meaning and an appropriate level of specificity is used • Format and references are in correct APA style and are complete
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