PSYC 5302-110 SOCIAL PSYCHOLOGICAL PROCESSES (CRN 80979)
Fall 2021
Texas A&M University - Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System [https://tamuct.instructure.com]. The course is offered in the Fall 2021 16-week semester, and the course date range spans August 23 through December 10, 2021 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in the summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:
Dr. Andria F. Schwegler
Office:
WebEx, linked on the left menu bar in the course
Email:
Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact the professor via TAMUCT email (schwegler@tamuct.edu).

Office Hours:
The professor is available to meet with students via WebEx. Scheduled office hours are 10:30-11:30am and 12:30-2:30pm CST on Tuesdays, Wednesdays, and Thursdays, and flexible office hours are available by appointment. Students should email the professor to schedule an appointment. Appointment times are very flexible, and frequent interaction with the instructor is highly encouraged.

Student-Instructor Interaction:
The professor will logon to the course in Canvas every weekday (Monday through Friday) and will reply to email within two business days.
If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, a classmate may be able to reply to questions faster than the professor, and all students will have access to the information. Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc.
The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments.
Students can message the professor to schedule an appointment to talk via video teleconference when needed.

Emergency Warning System for Texas A&M University-Central Texas:
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:
Social Psychological Processes. (3 credit hours). Examine the individual in a social and cultural context. Learn the behavior of groups, the roles of individuals within groups, and the influence of groups on an individual's perceptions, attitudes, emotions, and behavior. Study major theories and supporting research.

Student Learning Outcomes and Assessment:
1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding social psychology*. (NASP Standard 2.2 a; 2.3 a; 2.4 a; 2.7 a; 2.8 a) Students will read information regarding theoretical concepts underlying social psychological processes. Students will demonstrate their ability to identify, recognize, compare and contrast concepts on the Module Quizzes and by successfully completing the Web Information Literacy Materials provided by the TAMUCT library.
2. *Apply and synthesize course material to improve thinking, problem solving, and decision making*. (NASP Standard 2.2 b; 2.3 b; 2.4 b; 2.7 b; 2.8 b) Students will apply course material to improve decision making by writing Application Discussions weekly that require the use of social psychological information to address issues that span a variety of topics. Students will also develop ideas that can be used to address a self-selected community social problem in their Community Service Project Proposals. Finally, students will utilize course material to develop metacognitive thinking on the Course Reflections by reflecting on personal experiences with completing course assignments, documenting study time and rating the helpfulness of assignments, and creating and /or revising study strategies for upcoming lessons.
3. *Analyze and critically evaluate ideas, arguments, and points of view*. (NASP Standard 2.2 b; 2.3 b; 2.4 b; 2.7 b; 2.8 b) Students will respond to others' writing on social psychological topics and substantiate their points of view with theory and research from the field. Students will demonstrate their ability to critically evaluate ideas on Application Discussion replies (weekly), Research Article Analyses, Synthesis Essays (mid-term and final), and the Community Service Project Proposal in which students identify a gap in knowledge to justify their project.
4. *Demonstrate skill in expressing oneself in writing*. Using appropriate APA style, students will write responses to a variety of assignments including Application Discussions each week with two replies, summaries of existing research with critical reflection, periodic Synthesis Essays,

and a series of assignments to develop a Community Service Project Proposal that brings research to bear in addressing a social need in one's community.

Required Reading and Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

Finkel, E. J., & Baumeister, R. F. (2019). *Advanced social psychology: The state of the science (2nd ed.)*. New York, NY: Oxford University Press. (ISBN: 978-0-19-063559-6).

Research articles on e-Reserve in the University library.

Recommended Reading:

Myers, D. G., & Twenge, J. M. (2017). *Social psychology* (12th ed.) New York: McGraw-Hill. (ISBN: 978-0-07-786197-1).

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

COURSE REQUIREMENTS

Course Sequence of Instruction:
This course is organized into weekly learning modules (on the "Modules" link on the left menu bar). Each module requires students to perform the following actions. Complete these actions in the following order for each module.

1) **When first logging on to Canvas, read the module learning objectives for each module before completing any course assignments.**
   a. The learning objectives for each module should serve to direct students' attention to important course content and describe the alignment between learning outcomes, assignments, and assessments.
2) **Participate in Study Hall by posting and responding to questions at any time as you study** (on the "Discussions" tab on the left menu bar).
   a. In the spirit of student-led study groups, the professor created a virtual space for informal, student-to-student (and student-to-professor) communication concerning matters related to this class. All questions related to the academic content of this class should be asked in Study Hall. Students are expected to respond to their classmates' questions/comments with helpful explanations. Students who can answer a posted question or provide assistance should not wait for the professor to respond. Student led discussion of academic content is expected in Study Hall just as it is in the Application Discussion forums, and the professor will monitor Study Hall and will respond to any post that is not adequately addressed by peers (e.g., posts that are unanswered, posts that include inaccurate information, etc.). While students should provide accurate information in their posts, Study Hall posts are ungraded and present a low threat way of interacting with classmates to help each other learn.
   b. To use Study Hall effectively, students should check the forum each time they log on to the class and perform the following actions:

    i. Ask for explanations by creating a new thread in the Study Hall forum. It is acceptable to ask for assistance on any topic in the course **except specific items that are graded** (e.g., questions assigned for homework and questions on exams).

        1. Please note: There are NO graded group projects in this class. All graded assignments must be completed individually with no assistance from classmates, tutors, or other people. **While learning is not a solo endeavor, assessment is!** If you cannot understand this distinction or if you are unsure what acts constitute academic dishonesty, ask the professor before engaging in the behavior.

    ii. Offer explanations to other students by replying to a question thread.

    iii. Read old Q&A threads as a study tool and reference. Peer explanations are another source of examples and clarifications in addition to your textbook, the videos, and your communications with the professor.

    iv. Network! Don't lose sight of the fact that your classmates are (or will soon be) your colleagues in your profession. Establish professional contacts now that you can rely upon later.

c. Students should know that Study Hall is a **public forum,** and all students in the course can access and read all postings; therefore, **private information should not be discussed in Study Hall** (e.g., personal problems or events, confidential information including grades and disability accommodations, and other issues that should be kept between the student and professor only). If students have a personal or confidential topic to discuss, the student should send an email addressed to the professor only via the Inbox tool.

3) **Read the assigned chapter(s) and research articles.** The text and research articles provide the primary content for the course. Follow the steps below when beginning each chapter. (For more information on this technique, search "SQ3R" on the web.)

a. **Survey** – Before reading, spend 2 minutes flipping through the pages of the chapter to get a general idea of the chapter content. During this time, read only titles, headings, subheadings, and captions for any pictures or tables for the entire chapter.

b. **Question** – Next, go back to the beginning of the chapter and flip through it again, turning the title, headings, and subheadings into questions. Guess a plausible answer to each question.

c. **Read** – Go back to the beginning of the chapter and start reading. Slow down your speed for difficult passages, reread captions as you encounter them, and reread sections that are unclear.

d. **Recite** – At the end of each section, stop reading and go back to take notes from the text, writing them **in your own words**. Do not copy notes verbatim from the text. Pausing to reflect after each section will help you identify the material you may not fully understand, so you can immediately review it. You will be unable to understand later concepts without first understanding initial concepts. The material in this class is cumulative, and it will form the foundation for additional information later.

e. **Review** – Finally, when you complete your reading of an entire chapter, quiz yourself on the content. Explain the theories and describe the research studies from memory. Explain how a theory is related to each research study. Connect ideas across chapters. Look for patterns in behavior, consistencies in theories, and contradictions. Review the material you cannot remember.

4) **Watch the TED talk(s) [i.e., instructional video(s)] that accompany each module as you study the text.**
    a. The TED Talks for the course were selected to offer variety to the perspectives presented in class and to extend text concepts. The Talks range from 3- to 20-minutes in length and should be viewed AFTER students have read the text materials. When viewing the Talks students should integrate content from the Talk with the content from their reading. (Full text transcripts of each Talk are available on the site for ease of reference.) Students are encouraged to note consistencies and discrepancies among content presented in the readings and the Talks.
5) **Make an appointment for virtual office hours (synchronous communication) or email the professor (asynchronous communication) for assistance when needed.**
    a. The professor will log on to the class daily on weekdays (Monday through Friday), unless otherwise announced. The professor will respond as quickly as possible to emails, usually within two business days. All course-related email should be conducted through the "Inbox" tool linked on the left menu bar.
    b. In addition, the professor will hold synchronous, online office hours as requested by appointment using WebEx. During these office hours, students may log on and interact with the professor in real time. Students will need a headset with microphone (or speakers and a microphone) to use this option on their computers, or students can dial into the session on their phones by retrieving the connection information from the session. If using a computer, students should use a headset if possible to reduce echo and feedback, and students should use a wired (not wireless) internet connection. WebEx is linked on the left menu bar in class.
6) **Review the module readings and take the Module Quiz.**
    a. Each week students should take a timed, multiple choice quiz on the assigned readings prior to completing the weekly writing assignments for the course. The quizzes are intended to provide a check on students' understanding of basic course content before moving on to higher level processing (application, analysis, synthesis) of content.
    b. Once a quiz is started, it must be completed in the same session. Each quiz will be comprised of 10 multiple choice questions that pertain to the module readings.
7) **Write the Application Discussions and Replies for each module.**
    a. After completing the readings, viewing the TED Talk(s), and taking the module quiz, students should have a solid understanding of chapter and article content. The next step in the learning process is to apply the concepts to the student's life. Thus, the Application Discussions provide in-class discussions of assigned or self-selected content related to the course readings to discuss with classmates in a scholarly manner. When writing the Application Discussions and the minimum of 2 required replies each week, students should be clear in their explanations of the connection between course concepts and the application of the concepts (e.g., their personal reactions to it, how it will help them improve decision making, how it will shape their future practice). All discussions should use APA style formatting for citations. All content from the readings must be cited in text.
8) **Write the Research Article Analysis.**
    a. Throughout the semester, students will read and summarize empirical research in social psychology from peer-reviewed, published research articles. Students will use the library databases and/or course e-Reserves to access the empirical reports to

summarize. These research articles extend information discussed in the course text and demonstrate how research is performed in social psychology.

9) **Submit the Course Reflections.**
   a. Throughout the semester, students should keep a rough estimate of their study time as they complete each course activity. The periodic Course Reflection is a brief assessment designed to help students develop and use metacognitive strategies to evaluate one's learning activities and use of study time. Additionally, the Course Reflection supplies ongoing feedback to the professor to enable timely content revision and/or supplementation instead of waiting until the end of the semester evaluation.
   b. To encourage honest feedback from students, credit for this assignment is included in each student's Class Participation grade. As such, the **grade is based only on participation and not on the specific answers provided**. To receive full credit, a student needs only to complete the entire form (i.e., type in a response for every blank except those labeled 'optional'). The specific times reported or ratings entered will not impact the grade. This grading scheme is intended to produce honest responses that will enable students to improve study time and will enable the professor to improve the course and its instructional materials.

10) **Research and write the Community Service Project Proposal.**
   a. To apply course content outside the "boundaries" of the course, students will research community service project ideas in their local communities and write a proposal to apply course concepts to benefit a self-selected cause or organization or social problem correction. All project ideas must be approved by the professor and must be pro-social in nature.
   b. Students will submit 6 assignments throughout the semester as they develop the project including a description of ideas, background research on the approved topic "problem," social psychological research support for project "solutions," a written presentation of the proposal, a presentation geared toward the target audience, and peer reviews of presentations.

11) **Review and write the mid-term and final exam Synthesis Essays.**
   a. Students will write synthesis essays at the mid-term of the course and during the last week of the course. These exams will require students to integrate (i.e., synthesize) information across readings as they create a coherent understanding of theory and research in social psychology.

Course Assignments:

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not receive full credit**. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must**

write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the [American Psychological Association](#) at www.apastyle.org

As a graduate level course, it is expected that students are proficient in basic writing skills (e.g., proper English grammar, spelling, punctuation). If a student's written work fails to include these basic writing elements, points will be removed from the overall assignment grade. Minor errors (e.g., two errors per page on average for the assignment) such as misspellings, sentence fragments, and faulty grammar usage such as subject-verb disagreement will result in a half a letter grade point deduction for the assignment. More than two errors per page on average for the assignment will result in a one letter grade point deduction for the assignment. If students desire assistance with writing - from reviewing basic skills to crafting advanced arguments - students are strongly encouraged to utilize the University Writing Center.

Class Participation (3.0% of Overall Course Grade). Active online participation in diverse learning activities delivered throughout the learning process is expected in this course. At regular intervals throughout the course, when students have completed a series of instructional activities, students will complete the Course Reflection form. A student will receive full credit for the assignment if they complete the form in its entirety (i.e., do not leave any blank empty), regardless of the specific answers provided – within reason. Violations of 'reasonable' and 'good faith' efforts to complete the form honestly will not receive credit even if all blanks are completed. Bogus feedback violates the intent of the activity, which is to allow the student to develop metacognitive strategies and provide feedback to inform course revision. Careless feedback does not provide useful data for either the student or the professor. A grading scheme that considers only class participation and not potentially critical feedback is meant to elicit honest, useful data to improve student learning and course activities. It is not meant to encourage sloppiness and carelessness.

Application Discussions and Replies (24.0% of Overall Course Grade). The weekly discussion forums provide a context for class discussion of assigned or self-selected topics pertaining to social psychology. Students are required to submit one post (approximately 200 words) as an explanation of the module discussion assignment and **two (2)** replies (approximately 75 words each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the grading rubric attached to each discussion forum to guide their writing. Each post and reply (2 required) will be graded according to assigned rubric standards for a total of 16 points on each Application Discussion each week.

Module Quizzes (15.0% of Overall Course Grade). A multiple-choice quiz assessing material from the course readings is scheduled for each module. All quizzes must be completed independently. The quizzes are designed to assess comprehension of material that students need to contextualize the more detailed information of the writing assignments.

Research Article Analysis (20.0% of Overall Course Grade). Throughout the course of the semester, students will read first-hand reports of empirical research in social psychology that are published in peer-reviewed journals. In addition to discussing the content of the articles in

discussion board posts and on the synthesis essays, students will submit periodic summaries of module articles that include a critical analysis of the content. Each Research Article Analysis will be grading using the following rubric.

Introductory Paragraph of Article Summary

        Thesis statement for research article summary explains the purpose of the research

                0 = none present, or thesis statement does not explain purpose of research summarized

                1 = thesis statement explains the purpose of the research without referring to the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary

        Explanation of the variables in the research [i.e., independent variable (IV) being manipulated and dependent variable (DV) being measured]

                0 = none present, or variables are not correctly identified

                2 = at least one variable is accurately identified and explained

                4 = all variables (independent and dependent) are correctly identified and explained

Statement of Research Questions/Hypotheses

                0 = no description of research questions/hypotheses addressed in the summary

                1 = description of research questions/hypotheses addressed in the summary

Summary of Introduction

                0 = no description of background research is addressed in the summary

                2 = description of background research includes some relevant information to justify study but omits important information

                4 = description of background research includes necessary information to justify study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

Summary of Method

        Description of participants

                0 = no description of research participants

                1 = description of participants omits relevant characteristics (e.g., n, age, experience)

                2 = description of participants includes all relevant characteristics

        Description of procedure

                0 = no description of procedure or research design

                1 = description of procedure omits relevant characteristics (e.g., missing measure or step)

                2 = description of procedure includes all relevant characteristics

        Description of assessments

                0 = no description of assessments or how data was recorded to use for analysis

                1 = description of assessments includes all relevant characteristics

Summary of Results

        Description of how the data were used to test hypotheses

                0 = no description of analyses, or names of statistical tests replace description of analyses

2 = description of analyses includes some relevant information but omits relevant characteristics (e.g., tests of group means are not related to study manipulations/groups)

4 = description of analyses includes all relevant information

Explanation of how the observed data relates to the research questions/hypotheses

0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes

2 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)

4 = description of observed outcomes includes all relevant information

Summary of Discussion

Explanation of conclusions

0 = no description of conclusions/generalizations of research

2 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims

4 = description of conclusions includes all relevant information

Limitations of study

0 = no description of limitations regarding research design or generalizability

2 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)

4 = description of limitations includes all relevant information

Independent Critical Analysis of Research

0 = no independent suggestions, or description restates authors' analysis

2 = novel description of study flaws or design improvements are present but are simplistic (e.g., suggests replication on a different sample) but suggestions do not address a documented gap in knowledge

4 = novel suggestions extend beyond the authors' analysis and contribute to increasing knowledge in the area (e.g., identification of flaws, suggestions for improvement that are linked to theory)

Independent Synthesis of Research with Existing Literature

0 = no integration, or summary is not correctly placed in broader context of the field

2 = novel suggestions link the summary to the broader research context in the field but are not fully described

4 = novel suggestions extend beyond the author(s)' integration and contribute to improving knowledge in the area

APA Style Citation

0 = none present or does not conform to APA style

1 = citation is present and includes all information in proper APA style

Synthesis Essays (15.0% of Overall Course Grade). At two points during the semester (mid-term and final, worth 75 points each), synthesis essays that integrate concepts across several modules are due. The mid-semester essays will require that students integrate multiple sources of material across the initial modules of the course. The essays due at the end of the semester will require that students integrate multiples sources of material across the entire semester.

Community Service Project (CSP) Proposal (23.0% of Overall Course Grade). Students will submit 6 cumulative assignments as they develop the project including a description of ideas (10 points), background research on the approved topic "problem" (50 points), social psychological research support for project "solutions" (50 points), a 15-page written research paper of the proposal (50 points), a PowerPoint presentation of the proposal geared toward the target audience (40 points), and peer reviews of three proposals (10 points per review for a total of 30 points). Each assignment will help students create explanations that should be integrated into the final manuscript. All feedback from the professor must be integrated into the final paper and presentation.

Grading Criteria Rubric and Conversion

Table 1 Grading Criteria and Conversion

Assignment	Number Due	Points Per	Points Total	Percentage
Class Participation	6	5	30	3.0
Application Discussions & Replies	15	16	240	24.0
Module Quizzes	15	10	150	15.0
Research Article Analysis	5	40	200	20.0
Synthesis Essays (Midterm/Final)	2	75	150	15.0
Community Service Proposal				
Ideas	1	10	10	1.0
Research on Behavior	1	50	50	5.0
Research on Social Influence	1	50	50	5.0
Final Revised Proposal	1	50	50	5.0
Presentation	1	40	40	4.0
Presentation Peer Reviews	3	10	30	3.0
			1000	100%

Posting of Grades

Grading Scale:

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Table 2 Grading Scale

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

Grade Posting:
All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern*.

COURSE OUTLINE AND CALENDAR

Table 3 Course Calendar

Week	Module	Instructional Activities	Assignments Due
August 19 (12:30pm) through August 23 (12:30am)	Getting Started (Complete before the semester begins.)	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in discussion forum	**All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the module.**
August 23 (12:30am) through August 30 (8:00am)	**Module 1:** Introduction to Social Psychology and Social Research Methods	Read F&B Chapter 1 Read F&B Chapter 3 Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Proposal Ideas	Module 1 Quiz Application Discussion 1 CSP Proposal Ideas
August 27 (12:30am) through September 6 (8:00am)	**Module 2:** Self	Read F&B Chapter 5 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write Research Article Analysis Research CSP Behavior	Module 2 Quiz Application Discussion 2 Research Article Analysis
September 3 (12:30am) through September 13 (8:00am)	**Module 3:** Emotion	Read F&B Chapter 14 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Research CSP Behavior Complete Course Reflection	Module 3 Quiz Application Discussion 3 Course Reflection 1
September 10 (12:30am) through September 20 (8:00am)	**Module 4:** Social Cognition	Read F&B Chapter 4 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Behavior Research	Module 4 Quiz Application Discussion 4 & Web Literacy Certificate CSP Behavior Research
September 17 (12:30am) through	**Module 5:** Morality	Read F&B Chapter 13 Read Research Article Watch TED Talk	Module 5 Quiz Application Discussion 5 Research Article Analysis

Week	Module	Instructional Activities	Assignments Due
September 27 (8:00am)		Take Module Quiz Write Application Discussion Write Research Article Analysis Research CSP Social Influence	
September 24 (12:30am) through October 4 (8:00am)	**Module 6:** Attitude Structure and Change	Read F&B Chapter 6 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Research CSP Social Influence Complete Course Reflection	Module 6 Quiz Application Discussion 6 Course Reflection 2
October 1 (12:30am) through October 11 (8:00am)	**Module 7:** Judgment and Decision Making	Read B&F Chapter 19 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write Research Article Analysis Research CSP Social Influence	Module 7 Quiz Application Discussion 7 Research Article Analysis
October 8 (12:30am) through October 18 (8:00am)	**Module 8:** Social Influence	Read F&B Chapter 7 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Research CSP Social Influence Write Midterm Synthesis Essays Exam	Module 8 Quiz Application Discussion 8 Midterm Exam
October 15 (12:30am) through October 25 (8:00am) **Deadline Graduation Participation Application October 19**	**Module 9:** Intergroup Relations	Read F&B Chapter 11 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Social Influence Research Complete Course Reflection	Module 9 Quiz Application Discussion 9 CSP Social Influence Research Course Reflection 3
October 22 (12:30am) through November 1 (8:00am)	**Module 10:** Prejudice, Stereotyping, and Discrimination	Read F&B Chapter 12 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion	Module 10 Quiz Application Discussion 10 Research Article Analysis

Week	Module	Instructional Activities	Assignments Due
		Write Research Article Analysis Write CSP Proposal	
October 29 (12:30am) through November 8 (8:00am)	**Module 11:** Aggression	Read F&B Chapter 8 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Proposal Complete Course Reflection	Module 11 Quiz Application Discussion 11 Course Reflection 4
November 5 (12:30am) through November 15 (8:00am)	**Module 12:** Attraction and Rejection	Read F&B Chapter 9 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Proposal	Module 12 Quiz Application Discussion 12 CSP Proposal
November 12 (12:30am) through November 22 (8:00am)	**Module 13:** Close Relationships	Read F&B Chapter 10 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write Research Article Analysis Write CSP Presentation	Module 13 Quiz Application Discussion 13 Research Article Analysis
November 19 (12:30am) through November 29 (8:00am)	**Module 14:** Evolutionary Social Psychology	Read F&B Chapter 16 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Write CSP Presentation Complete Course Reflection	Module 14 Quiz Application Discussion 14 CSP Presentation Course Reflection 5
November 26 (12:30am) through December 6 (8:00am)	**Module 15:** Health, Stress, and Coping	Read F&B Chapter 18 Read Research Article Watch TED Talk Take Module Quiz Write Application Discussion Peer Review CSP Presentations	Module 15 Quiz Application Discussion 15 CSP Peer Reviews
December 6 (**8:00am**) through December 10 (**11:59pm**)	**Module 16:** Final Exam	Write Final Synthesis Essays Exam Complete Final Course Reflection	Final Exam Course Reflection 6

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Important University Dates
Students should reference the university academic calendar to verify they do not miss deadlines: http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:
Students must be able to perform basic computer skills such as access the internet; log on to websites that require usernames and passwords; navigate tabs and links on web pages; open and send emails; create and send attachments; download and view attachments including Microsoft Word documents and PowerPoint slideshows; open and view streaming video; input and save information entered into online questionnaires; create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx), and create folders on personal computers to organize and save completed work. Students will need reliable and frequent access to a computer and to the Internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support:
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Online Proctored Testing:
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support:
For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week
Email: helpdesk@tamu.edu

Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity
Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring
Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help

brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline at https://tamuct.mywconline.com/. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website
[http://tamuct.libguides.com/index].

Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

Course Calendar:
Carefully examine the Course Calendar. Note that each Module will be available to students for 10 days with the exception of Module 1, which opens on the first day of the semester. Each Module (except Module 1) opens on a Friday at 12:30am CST, and Module assignments are due 10 days later on Monday morning by 8:00am CST except for initial discussion posts which are due on Thursdays by 11:59pm CST. Students should have all assignments submitted for each Module well before the deadlines.

When planning study time, students should realize that the upcoming Module opens before the current Module closes, so a portion of the 10 days that each Module is available overlaps with another Module. Students should plan accordingly and realize they do not have 10 days to devote to each Module exclusively. However, a 10-day period of availability, instead of a one-week period, allows students greater flexibility to plan their coursework and still complete their assignments on time should an unexpected emergency arise.

Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

To remind, assignments submitted after the due date will not receive full credit. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

Recommended Academic Strategies:
1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum* of **9 hours each week for the next 16 weeks to devote to this course**.
   a. According to the federal definition of a credit hour, students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class…for one semester hour of credit"

(http://www.sacscoc.org/subchg/policy/CreditHours.pdf). Because this is a 3-credit hour class, students should be spending at least 9 hours on coursework per week. Bear in mind that this guideline is for an average class. Some students may find this to be a difficult course, so you may require *more time* to grasp the concepts and complete the assignments.

   b. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 5 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.

   c. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.

3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.

4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.

5. Complete and submit course assignments on time. Extensions for coursework will not be granted. Find at least two 'back-up' computers with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.

6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.

7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.

8. Be professional and use proper netiquette (i.e., internet etiquette).

   a. Use standard English in all of your communications, and write all correspondence in complete sentences. Do **not** abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.

   b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.

   c. Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

Copyright Notice:
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.