

# Psychology 3410-D Introduction to Social Psychology Distance Education



## Course Syllabus

### Instructor Information:

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Professor: Cristina Hudak  
Department of Psychology  
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**Office Hours:** Office hours will be set by appointment. Also please feel free to ask questions via email and I will try and get back to you in a timely manner.

You are encouraged to **read, reread and understand this entire syllabus** prior to beginning the first lesson. In addition, please explore and become familiar with the entire course site.

### Course Epistemology:

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This course is designed to make use of various sources of knowledge. The first, experience, is what you bring to the class. The topics of social psychology derive from everyday life, thus your personal experiences and stories are relevant. We will access this knowledge source primarily through sharing of student papers and via class discussion on the discussion board. Other sources of knowledge in this course include the Kenrick textbook (and accompanying online resources), additional assigned readings, videos, and written lectures. Each source of knowledge derives from a unique perspective and each offers unique information concerning the topics and/or the study of social psychology. In addition, there is some overlap between these knowledge sources. It is this overlap, or double description, that often sparks deeper conceptual learning. Though it will certainly be important to memorize some specific terms, concepts, and sections of the text and lectures, rote memorization is not the sole focus of this course. Rather, making connections across descriptions will be our higher learning goal. Achieving this aim, you will leave this class able to understand the introductory topics of social psychology from both a research perspective as well as how these processes function relevant to everyday life.

### Course Design:

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This course is designed to promote the learning goals described above, and we will employ various methods to achieve these objectives. These activities are discussed below, and the grade/point distributions for each aspect of the course are also outlined.

#### **LECTURES:**

The written lectures (found under the Course Content folder) are designed primarily to guide you through the course material. Although new information is occasionally presented, the

lectures are typically used to highlight points made from the other sources of knowledge utilized in this course. These lectures can help serve as a roadmap to help you navigate understanding of the major points from the text, videos, etc.

***TEXT:***

Required for all students: Kenrick, D.T., Neuberg, S.L., & Cialdini, R.B. (2007). *Social Psychology: Goals in Interaction* (4<sup>th</sup> ed.). Boston: Allyn and Bacon. ISBN: 978-0205493951

This textbook may be obtained from online retailers such as Amazon (<http://www.amazon.com>). **Also be sure to purchase the textbook edition that comes with access to the companion website called MyPsychLab because we'll use the resources on this website often.**

Before creating this class I spend a lot of time considering which social psychology textbook would best serve our learning goals. I think that the Kenrick et al. book is informative, readable, and keeps our focus on higher learning goals by constantly asking 'why?' It has also been evaluated very highly by students in my previous versions of PSY 3410. This course requires that you read each chapter that is assigned, complete the relevant online homework (see below) for the chapter, and write a 1-2 page paper relevant to each chapter (see below). We will use the textbook as our primary source for learning terminology, traditional concepts, and research in social psychology because it contains most of the information you'll need to understand the basics of social psychology. We will then use the knowledge we gain from the text and expand it through other means, such as class papers and discussion. Your textbook also has an accompanying website. The website contains activities and additional information that can bolster your understanding of the text.

I have also selected several additional readings that are actual articles from social psychology. These articles represent some very important ideas in social psychology and allow us to go deeper into certain topics than the text. Understanding both the textbook and these articles will certainly be emphasized on exams. The articles for the course are available in the reserve reading room of the Marriott library under the name "Thoman" and under course number P3410-90. The articles are also available at the Marriot Library course reserve web site. I have provided a link to the website on our course OLMS page, under the 'resources' section.

***HOMEWORK:***

Each chapter of the Kenrick text is accompanied by a homework assignment online. Each homework assignment consists of multiple choice questions that will help point out the important ideas and details from the text. If you take your time and understand every answer in the homework, you will be about 80% ready for the exams (the other 20% of material on exams comes from videos, class discussion, additional readings, etc.). The homework is intended to help prepare you for the exam! Thus, you can do the homework as many times as you want. That's right, if you don't get all of the answers correct the first time you can redo the homework at no penalty. Now, the homework component of the class is worth about 20% of your final grade, so

if you can do them as many times as you want I expect that these are easy points! I hope that everyone in the class earns all of the possible points on the homework. Also, I've found in the past that those who take these homework assignments more serious always do better on the exams. I recommend that you read very quickly through each chapter once, and then read through the chapter again more slowly while you're doing the homework. This strategy will help you get an overall sense of the concepts in the chapter on the first pass, and then help you focus on details in the second reading.

**EXAMS:**

We will also have three exams. Their format will be multiple-choice. They will test your knowledge of fundamental principles of social psychology as well as your ability to apply these principles to examples. The exam material will test the text (~80% of the exam), as well as videos, additional readings, lectures, and online resources that I specifically ask you to review (~20% of the exam together). All exams are scheduled through the Distance Education Office and I do not allow for makeup exams except in rare cases of medical or other emergencies (which require sufficient documentation as per University guidelines).

Each exam should be taken after the assignments for that section of the course are completed (see course material outline below for details) and student should only start on the materials for the next section of the course after taking (or at least after scheduling) the exam for the previous section.

**CLASS PAPERS:**

Whereas the purpose of the homework and exams is to help you learn the general terms and concepts of social psychology, the papers are designed to help you develop a deeper understanding and application of the material by asking you write about and explain the concepts, particularly in terms of how they are relevant to everyday life. For each chapter, you are asked to write a 1-2 page paper applying some concept from the chapter to a real life situation (either in you own life, the life of someone you know, or using some example from the media, etc.). In general, papers will be graded on (1) general writing ability and clarity, (2) demonstrating a clear understanding of the paper topic, and (3) demonstrating a clear ability to apply to paper topic to real life. If you have any questions about what I'm asking for or the criteria I'll use to evaluate the papers, please ask. I want you to do well on (and to learn a lot from) these papers, so I'll do my best to be clear about what I want. I'll use the discussion board to post answers so that all students can see my clarifications.

These papers will be posted for other students to see, and at least three times during the semester (once for each section of the course) students should refer to at least one other student's paper in their own writing. The purpose of this requirement relates to the idea that, as mentioned in the course epistemology section of this syllabus, we can learn a lot about social psychology by sharing and discussing our life experiences. To learn from each other, however, we must share our writing. Although I ask you to use the discussion board as well (see below) asking you to read

others' class papers and include a brief discussion in your own paper of the idea someone else brought up will stimulate the sharing of multiple perspectives on a given idea. Again, you will find examples already posted for how to appropriately do this task, and I am more than happy to provide further clarification about what I'm looking for if you have questions.

### ***CLASS DISCUSSION:***

Although not a requirement of the class, I would like to encourage you to participate each week in class discussions using the discussion board. I will post questions regularly on course topics that extend beyond the book (or maybe helps clarify the book). Talking about these topics will certainly help you better understand the materials, and I want to note that material on the discussion board is fair game for exams. The purpose of these discussions is to stimulate thought about topics brought up in the text, and to try to go beyond what the text presents. This could be an expansion of a concept, a new application of a concept, or an attempt to go deeper into the understanding of a concept. I will post some questions, but the direction of the class discussion is largely up to you. As questions or thoughts arise about the material, I'd love for you to share them with the rest of the class so that we can all learn from discussing your ideas. Although participation is not required, I've found that students who participate in deeper discussions of class topics tend to perform better and enjoy the class more than students who do not, so please get your money's worth from this class and make the most of your time and experience in social psychology.

### ***VIDEOS:***

For each section of the course, I will post links to videos that are required material. These videos will help us get another perspective on certain social psychological phenomena. The material from these videos is fair game for the exams. Due to copyright laws, the videos will only be made available for a few weeks. I will make each video available during the section of the course for which it applies, and I will make it available for the maximum time allowed by copyright laws before the exam.

### **Grade Scale:**

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Grading in this course is based upon the following activities and assignments. Since all graded assignments are related directly to course objectives, **failure to complete any assignment or exam will result in an unsatisfactory course grade.**

<b>Exams</b>	<b>60%</b>
<b>Homework</b>	<b>20%</b>
<b>Papers</b>	<b>20%</b>

**Planning Time:**

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Successful students (those that get A's, B's, and C's) use their time wisely. Just like a face-to-face course, the standard formula for college coursework is that for every one hour of class time will result in three to six hours (and sometimes more) of homework; so a three-unit course will require an average of 9 or more hours of homework (reading, research, studying) per lesson. As a result, successful students plan their time wisely so that they keep up with assignments by maintaining a pace that fits the course schedule. They also communicate with the instructor often so that they can receive much needed feedback on their work.

**Online Course Responsibilities:**

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This course requires significant self-motivation. Some lessons take a considerable amount of time to complete. Please note that not all lessons are created equal. Some may take a bit more time than others. Some students believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the first few lessons. If you are serious about the material, you will learn as much, if not more, than most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

The following is a list of general notes as they relate to the course:

- All course communication with the instructor should be completed using the instructors email address listed on the first page of this syllabus.
- Assignments are to be submitted in Word format ( .doc) or an .rtf file if using other word processing software.

**Online Courtesy & Communication Policy:**

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Extreme consideration for the feelings of others is expected. People cannot see you smile and may not know when you are joking. Do not tell people they are stupid or wrong. Do explain why you believe differently. If someone has the facts wrong, direct them to the source of accurate information or politely offer your alternative "facts." Use of profanity or direct/indirect insults which defame a person's character, race, ethnicity, religion, etc. are inappropriate and will not be tolerated.

**Academic Dishonesty & Plagiarism:**

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Cheating will not be tolerated in this course. Anyone caught cheating will fail the course and will be reported to the Associate Vice President for Academic Affairs, in accordance with the Code of Student Rights and Responsibilities.

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay, answers on your assignments or during a test, is considered plagiarism.

Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive a failing grade on the assignment. If this is repeated, the student will fail the course and can be expelled from the university. If you are "suspected" of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently. Refer to the University of Utah Plagiarism Policy for more details and/or the University of Utah - Policy and Procedures Manual.

### **General Information:**

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The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification. Please provide the instructor with a letter from the Center for Disability Services as soon as possible.

All written information in this course can be made available in alternative format with prior notification to the Center for Disabilities.

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE/MODIFY  
THE CONTENTS OF THIS SYLLABUS**

### **COPYRIGHT NOTIFICATION**

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Copyright notice to students taking online courses:

Notice to students that materials used in connection with the course may be subject to copyright protection.

#### **TEACH Act Copyright Notice**

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.