

**GRAYSON COLLEGE**

*Course Syllabus*

**Course Information**

This syllabus applies to Social Psychology: PSYC 2319.B01NT

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**Type of Course/Delivery Mode/Testing Requirements**

100% Online course; No proctors required for testing; All coursework completed online via Canvas

**Professor Contact Information**

Name: Rachel Sumrall, M.Ed., MS

E-Mail: [sumrallr@grayson.edu](mailto:sumrallr@grayson.edu)\*

Office Phone: 903.463.8630

Office Location: LA 106F

Office Hours: by appointment

\*Online students should use ONLY the Canvas Messages system to contact me regarding this course. I read and respond to messages several times per school day during the semester. I am not always available on weekends.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Acceptable skill levels in Reading and Writing; Psychology 2301 helpful, but not necessary.

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**Course Description – from college catalog:** Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes.

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### **Student Learning Outcomes:**

The state of Texas Higher Education Coordinating Board has not specified particular Learning Outcomes for this course. However, at a minimum, the following outcomes are expected:

Upon completion of this course, the student should be able to:

1. Define key concepts associated with social psychology.
  2. Identify major theories in social psychology.
  3. Describe the major areas of study within social psychology.
  4. Explain the various methodological approaches used for research in social psychology.
  5. Relate or apply the principles of social psychology to everyday life and current events.
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### **Required Textbooks and Materials**

Social Psychology, by Aronson, Wilson, and Sommers, Pearson 10th Edition,

REVEL access card ISBN; 9780134700649 **OR** 2019; ISBN 13: 978-0-13-470064-9

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### **Outline of Topics Covered**

We will study the ways in which our socio-cultural environment shapes the self, beliefs and attitudes, gender, the tendency to conform or be persuaded, prejudice, the tendency to help others, and violence and aggression. In the process of examining the interaction between the individual and environment, we will learn the techniques of behavioral science research methods, and develop professional skills, including interpersonal communication skills, academic writing, reading comprehension and information retention, as well as time management and the use of technology.

**In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.**

**Unit One: Chapters 1-4 and SPA 1**

Introducing Social Psychology

Ch. 2 Methodology

1

Jan 11-16

Introduction Discussion

Ethics in Psychology

Assessment must be completed by 11:59 pm, Friday

Discussion must be completed by 11:59 pm, Sunday.

**Unit One: Chapters 1-4 and SPA 1**

Social Psychology in Action (SPA) 1: Making a difference with Social Psychology

Ch. 3 Social Cognition Read and complete discussion

Ch. 4 Social Perception

2

Jan 17-23

Unit discussions must be completed by 11:59 pm, Saturday and Tuesday

Test 1 Ch. 1-4

Test must be completed by 11:59 pm, Sunday

**Unit Two: Chapters 5-8**

Ch. 5 The Self

Ch. 6 The Need to Justify Our Actions

3

Jan 24- 30

Thought Paper 1

Assignment must be completed by 11:59 pm, Friday

Test 2 Chapters 5 and 6

Test must be completed by 11:59 pm, Sunday

Unit discussion must be completed by 11:59 pm, Saturday and Tuesday

**Unit Two: Chapters 5-8 start unit 3 discussion 9**

Ch. 7 Attitudes and Attitude Change

Ch. 8 Conformity

4

Jan 31- Feb 6

Ch. 9 Group Processes

Test 3: Chapter 7 and 8

Unit discussion must be completed by 11:59 pm, Saturday and Tuesday

Test must be completed by 11:59 pm, Sunday

**Unit Three: Chapters 9-12**

Ch. 9 Group Processes

Ch. 10 Interpersonal Attraction

Thought Paper 2

5 Feb 7-13

Assignment must be completed by 11:59 pm, Friday

Test 4: Chapter 9 and 10

Test must be completed by 11:59 pm, Sunday

Unit discussion must be completed by 11:59 pm, Saturday and Tuesday

**Unit Three: Chapters 9-12**

Ch. 11 Prosocial Behavior

Ch. 12 Aggression

6 Feb 14-20

Topics for sustainability project need to be submitted by Sunday 11:59 pm

Test 5: Chapter 11 and 12

Test must be completed by 11:59 pm, Sunday 9/29

Unit discussion must be completed by 11:59 pm, Saturday and Tuesday

7

**Unit Four: Chapters 13, SPA 2, and SPA 3**

Ch. 13 Prejudice

Feb 21- 27

Social Psychology in Action (SPA) 2: Social Psychology and Health

Unit discussion must be completed by 11:59 pm, Saturday and Tuesday

**Unit Four: Chapters 13, SPA 2, and SPA 3**

Social Psychology in Action (SPA) 3: Social Psychology and the Law

Sustainability Project

8

Feb 28- Mar 4

Test 6: Chapters 13, SPA 2 and 3 (This is your final, there is **NOT** a comprehensive exam)

Assignment must be completed by 11:59 pm Sunday

Test must be completed by 11:59 pm, Wed

**Methods of Evaluation**

**Tests (400 points possible)**

There will be **six tests**, four are worth 50 points each and two are worth 100 points. They are posted in the Modules section of Canvas. Tests consist of 54 or less multiple-choice, true/false, and short answer questions based upon the material found in the textbook. Questions are **factual** (based on general facts), **conceptual** (based on ability to understand and apply concepts), and **application** (based on ability to apply learned information to facts). The tests are open-book. However, I highly suggest reading and outlining the chapters prior to taking the tests. Notes are allowed. **Tests must be completed by 11:59 pm CST on the due date. Late tests will not be accepted.** I will **NOT** re-open a test after the due date and time has expired.

**Please note:** Students are **not** allowed to review their answers on any test. These test banks are utilized each semester by several professors. Therefore, integrity of the question set must be maintained. The answers to these test questions have been validated due to frequent usage.

### **Thought Papers (200 points possible)**

There are **two thought** papers. They are posted in modules in canvas within each unit. These are to be brief papers that must be **at least 250 words** in length. Choose one social psychological topic or theory. Briefly explain this concept then apply it to either a relevant current event or a relevant personal experience. You should be able write this paper in a minimum of 250 words and a maximum of 1 page typed double spaced (no heading necessary). These response papers will not be shared with the class. Students' must submit their Thought Papers through the assignment that is posted in Canvas. that require students to choose one social psychological topic or theory. Briefly explain this concept then apply it to either a relevant current event or a relevant personal experience. You should be able write this paper in a minimum of 250 words and a maximum of 1 page typed double spaced (no heading necessary).

Thought paper grades will be posted in Canvas grade book within one week of the assignment due date. **Assignments must be completed by 11:59 pm CST on the due date.** Papers submitted after the due date and time will **NOT** be accepted. Each insight assignment is worth 100 points.

**Sustainability Project (200 points possible)** This assignment has two parts- but will be **ONE** paper.

**Problem Summary (100 points)** – Using SPA 1 (if you cannot find anything in SPA 1 you may use any topic in the book that you did not already write over) you will write 1-2 page summary over the problem that you have found within your topic. Be sure to explain the main problem that is described.

**Solution Summary (100 points)** – after reading either SPA 1 or the chapter that you have chosen to write about you will gain a deeper understanding though the gathering of 2-4 scholarly articles over your topic and explain 3-5 potential solutions to these important issues using Social Psychology.

Be sure to bridge the gap between understanding and implementing these possible solutions to the important long-term problem of sustainability.

This paper should not be shorter than 3 full pages.

**Discussion Boards (110 points possible)**

Students will be given a specific discussion topics, which will be posted in announcements/discussions, at the beginning of each chapter. They can be found in each unit within the modules in Canvas. Discussions are designed to facilitate dialogue between classmates similar to discussions that occur in a face-to-face course. Students must participate in **discussion topic threads with at least one responses in each thread.**

In order to receive full credit for the discussions, students must post an original post in order to receive the first 5 points. In this discussion board and each person will have a topic that is their responsibility to post. Each student must write their original post and then comment on at least one other posts. The original post should thoroughly explain the topic and the comment/response should add value to the conversation. Your responses should consist of a minimum of 50 words. The original post must be completed by Saturday at 11:59 pm, and the responses are due by Tuesday at 11:59 pm. Then the student must reply to one other posts. Each post must add value and insight to the conversation in order to receive full credit. The reply is worth 5 points. This provides the student with an opportunity to earn 10 points per discussion topic.

Please be respectful of others' views and polite in your responses. Please read the brief article on “Netiquette” (online etiquette) found in the “Start Here” section of Canvas. Post responses as messages; do not use any attachments. This will make it easier for everyone to read responses and eliminate software compatibility issues. No credit will be given for responses submitted as or containing attachments. Responses posted with attachments will be deleted from the discussion boards. **Late Discussion posts will not be accepted.**

### **Program Learning Outcomes (100 points)**

Grayson College is accredited by the Southern Association of Colleges and Universities. As part of the accreditation process, a program learning outcome (Ethics in Psychology) is assessed. These assessments are posted in the modules under the Units section of Canvas. Each will be worth **100 points.**



## Bonus Opportunities

There are several bonus opportunities available within each unit. These bonus opportunities consists of several different videos over how to get the most out of studying.

## Grading

All grades will be posted in Canvas grade book. Test grades will post immediately upon completion of test, unless tests contain short answer questions. Assignment grades and discussions will be posted within one week of its due date and time. Total points earned during the semester will be divided by the total number of points possible (1,010) and articulated as a percentage to determine the final letter or numeric grade.

90 % - 100% = A

80 % - 89% = B

70% - 79% = C

60% - 69% = D

59% or less = F

**NO LATE WORK WILL BE ACCEPTED.** Please refer to the **Schedule of Coursework** frequently to avoid missing due dates and times.

**Schedule:** is found in **Modules** section of Canvas and in this syllabus. It is a timetable that specifies the due dates and times of all coursework. It is the student's responsibility to copy and review this schedule often to avoid missing due dates and times. Coursework submitted after its due date and time will **NOT** be accepted.

Extra credit points may be given for additional responses in the case of a borderline grade (59%, 69%, 79%, 89%).

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## Methods of Instruction

The information in this section applies to classroom courses in addition to the information regarding assignments in the Methods of Evaluation section of this syllabus.

This class is 100% online. Students enrolled in internet sections (.A01NT) will NOT come to the campus to take tests or submit assignments.

The primary means of communication between the professor and students is Canvas Messages system. I read and respond to e-mail several times per school day during the semester. I am not always available on weekends. Students primarily communicate with one another face-to-face in class. In addition, students have the option to use Canvas messages to communicate with each other.

The professor will assess and grade online participation of students based on student contributions to Canvas discussion threads. The professor will monitor online activities of students relevant to the course using the tracking features available in Canvas. The professor will block access to Canvas for any student that exhibits disrespectful behavior toward anyone in the class using Canvas messages or while participating in class discussions conducted in Canvas; the instructor may unblock a student that exhibited disrespectful behavior if the student apologizes to those offended and promises not to exhibit disrespectful behavior in the future. The professor will ban any student from Canvas permanently who engages in disrespectful behavior a second time. **Please read the brief article on “Netiquette” (online etiquette) found in the “Start Here” section of Canvas.** Remember, this is a Psychology Course. Topics may be personal. Please keep any information shared by fellow students in this course confidential.

Students must be able to use a computer to download class notes, view class power points and websites, complete the Student Learning Outcomes, submit the Insight Assignments, and take tests. Technical competence must include the ability to use word processing software, navigate websites (including the GC Portal), view videos and use web-based applications such as Canvas. The student is responsible for obtaining and maintaining access to computer hardware and software required for the class. Students who do not own a computer will need to obtain access to the equipment and web-based applications from some other source (e.g., a GC computer lab, a public school computer lab or library, or a computer available at a public library). Technical breakdowns are **NOT** an acceptable excuse for failure to complete assignments; the timeframes for completing assignments are sufficient to allow students opportunities to recover from technology breakdowns provided one does not wait until the last possible moment to complete assignments. Should there be a technical problem, immediately notify me via external email or phone call. Alternate arrangements, if permitted, will be considered.

There is a section in Canvas dedicated to the GC Help Desk (on left hand side of screen), as well as many other supportive learning resources such as Course Tools, Canvas Help for Students, Library and Student Services. Please take advantage of these excellent resources.

Students are responsible for understanding and conforming to the standards and policies of Grayson College with respect to academic honesty.

### **Course & Instructor Policies**

Coursework submitted after its due date and time has expired will **NOT** be accepted. Please refer to the **Schedule** frequently to avoid missing deadlines. The Schedule is posted in Syllabus/Schedule and specifies the due dates and times of all coursework. It is the student's responsibility to copy and review this schedule often to avoid missing due dates and times. Tests or coursework submitted after its due date and time will **NOT** be accepted.

The professor may give extra credit points for additional discussion responses in the case of a borderline grade (59%, 69%, 79%, 89%).

Online students should use **ONLY** the Canvas message system to contact me regarding this course. I read e-mail several times per school day during the semester. I am not always available on weekends.

**Because this is a Psychology Course, students might share their personal experiences or concerns in a related discussion thread. If so, please keep ALL information shared by fellow students in this course confidential.**

Additional Instructor policies related to assignments and participation are described in the Methods of Evaluation and Methods of Instruction sections of the syllabus.

Attendance and Participation Academic success is closely associated with regular class attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty' instructions. Students taking courses during compressed semester timeframes such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school

business is placed upon the student. Instructors are required to include in their syllabi the attendance policy for the course(s) they teach. The college considers absences equal to or greater than 15% of the course's requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used: • Physical attendance in class with an opportunity for instructor and student interaction • Submission of an academic assignment • Completion of an exam, interactive tutorial, or computer-assisted instruction • Attendance at a study group assigned by the faculty • Participation in an online discussion in the class • Contact with a faculty member to ask a question

### **Student Conduct, Netiquette & Discipline**

Students are expected to maintain course decorum to include respect for other students and the professor, and an attitude appropriate for a learning environment. Please read the brief article on "Netiquette" (online etiquette) found in the "Start Here" section of Canvas. Disciplinary standards will be maintained in accordance with the policies of Grayson College. Each student shall be charged with notice and knowledge of the contents and provisions of the District's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Any student violating this policy shall be subject to discipline including but not limited to counseling, suspension, withdrawal from class, and/or being assigned a grade of "F" for the class.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Students who plagiarize in this course will receive an automatic zero for the work done and will be reported.

### **Student Responsibility**

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

## **Title IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Molly M. Harris, Title IX Coordinator (903)463-8714
- Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730

For Any On-campus Emergencies: 911

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

\*\*Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

\*\*These descriptions and timelines are subject to change at the discretion of the Professor.

\*\* Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>