**SIUE**

**COUGARS**
Syllabus for PSYC 206-701
Social Psychology – Online Asynchronous
Department of Psychology
Summer 2024

# About the Instructor

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Make an appointment: https://calendly.com/rtennia/summer2024bradleyofficehours

## Welcome

Hi everyone! I am excited to be working with you this semester as we explore the concepts and theories related to the study of social psychology. This is quite an important topic these days and I think that the college classroom is the best space to examine this topic safely and respectfully and how it relates to our everyday lived experiences.

It is important to state that this is an **accelerated 5-week course. You should expect to spend the same amount of time as you would during a traditional 16-week course**. If you are not able to devote the same amount of time to this course as you would a fall or spring course, then you may want to reconsider taking an accelerated course.

## Bio

Dr. Rachel Bradley is an Assistant Professor of Psychology at Southern Illinois University Edwardsville. After completing her PhD in social psychology at Saint Louis University in 2014, Dr. Bradley taught psychology for six years at the University of Arkansas at Little Rock. Dr. Bradley's research interests include exploring racial/ethnic and sexual identity and identification and examining colorism (a.k.a. skin tone bias), stereotyping, stigma, and prejudice. In addition to these interests, Dr. Bradley also studies topics related to the scholarship of teaching and learning. Dr. Bradley's teaching interests include research methods, social psychology, psychology of gender, multicultural psychology, and group dynamics. Dr. Bradley enjoys spending time with her husband and dogs, ThudButt and Beckett.

## Teaching Philosophy

I have spent considerable time developing and honing my skills as an educator. My philosophy of teaching is to cultivate curriculum that spur original thought to produce well-rounded students equipped to examine critically their social world. I come to each class with a thoughtful perspective and the goal to do my best to provide the students who come into my classroom with knowledge and thought-provoking experiences. I want everyone who comes into my classroom to leave changed for the better.

## How to Succeed in This Course

This course requires much reading and writing and viewing the Blackboard content. Successful students will be those who do the following:
- ✓ **READ THE SYLLABUS THOROUGHLY!**
- ✓ Devote enough time to reading and writing for the class. It will be a lot of work!
- ✓ Check Blackboard frequently for announcements and assignments.
- ✓ Complete all assigned reading and writing assignments.
- ✓ Prepare course materials in advance, at least 5 days, for studying for the exams.
- ✓ Complete and return all assignments by the deadline – late assignments will be penalized (see late assignment policy).
- ✓ Engage in class activities and discussions.
- ✓ Write full sentences with few if any spelling or grammatical errors in writing assignments.

- ✓ Follow all instructions carefully.
- ✓ Take advantage of the services offered by the Writing Center and library reference librarians.
- ✓ **ABOVE ALL BE RESPONSIBLE!**

## Communicating with the instructor

SIUE Email is my preferred method of contact. I have purposely disabled Blackboard messaging for this course. Please use my email address or call my office number to reach me about the course. I will respond to email within 48 hours of receiving the message. I will be checking email between 9AM-4PM during weekdays but will most likely respond in the afternoon hours. Please contact me only via SIUE email.

## Course description

Individual behavior in social situations; social perception, attitude formation and change; social influence; group processes; prejudice and discrimination; aggression; altruism. IAI Course S8 900, PSY 908.

## Prerequisite knowledge and credit hours

PSYC 111

Three credit hours

## Course goals and objectives

Upon completion of this course, students will be able to:

1. Summarize key social psychological concepts in areas such as the self, conformity, obedience, close relationships, prejudice, stress, health, attitudes, and persuasion.
2. Demonstrate an awareness of how principles of social psychology can be applied to everyday life.
3. Compare and contrast multiple social psychological theories and concepts.
4. Understand the influence of social psychological factors such as culture, gender, and perception.

## Course textbook

R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. DOI: nobaproject.com **PDF of textbook provided in Blackboard.**

## Other course materials

Additional readings may be assigned.

# Course requirements

## Course activities/assessments

Assignments are posted in Blackboard throughout the semester and will be due online at the scheduled date and time. This information can be found on the schedule presented in this syllabus. Specific instructions for each assignment can be found in Blackboard. It is your responsibility to make sure that all assignments are completed and turned in on time. I will not post or give verbal reminders. Work turned in after the scheduled date and time is considered late work.

## Submitting work

Students will submit all work in Blackboard and Microsoft Teams via specific submission links for coursework. Emailed assignments will not be accepted unless prior approval is obtained from the instructor.

## Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.**
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.

- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic**. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

## Technology requirements
Technical requirements for students can be found in this ITS Knowledge Base article.

## Technology capabilities
Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Have access to a device with webcam capabilities or phone access to attend zoom meetings
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the Online at SIUE site.

# Course Policies and University Policies

## Academic integrity/plagiarism
Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

### Turnitin
This course may utilize the Turnitin plagiarism detection software. A Turnitin link may be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

### Grading

| Assignment Breakdown | Points Assigned | Weighted % | Weighted Pts |
|---|---|---|---|
| Syllabus and Course Readiness Quiz, each worth 10 pts | 20 | 5% | 1 |
| Plagiarism Training | 30 | 6% | 1.8 |
| Introduction Post | 10 | 2% | 0.2 |
| Ten Top 5s, each worth 10 points | 100 | 10% | 10 |
| Five Discussion Boards, each worth 20 points | 100 | 12% | 12 |
| Five Weekly Reflective Journals, each worth 10 points | 50 | 10% | 5 |
| Two Tests, each worth 100 points | 200 | 25% | 50 |
| Final Project | 150 | 30% | 45 |
| **Total** | **650 Points Assigned** | **100%** | **125 Points Available** |

## Grading scale

| Letter Grade | Weighted Points Range | Percentage Range |
|---|---|---|
| A | 125 – 112.5 | 100% - 90% |
| B | 111.25 – 100 | 89% -80% |
| C | 98.75 – 87.5 | 79% - 70% |
| D | 86.25– 75 | 69% - 60% |
| F | 73.75 or below | 59% or below |

A traditional grading scale will be followed. I do not "round up" for final grades. Do not ask about this. Your final project will make up 30% of your final grade. All other assignments will make up the remaining 70% of your final grade. If you have an issue with your grade on an assignment, you must notify me by email to set up an appointment to discuss the grade within a week after your grade is posted in Blackboard. I will not consider grade disputes raised after this time.

## Grading rubric[s]

Grading rubrics will be provided in Blackboard and Microsoft Teams for assignments that the instructor utilizes one for grading purposes.

## Feedback and grading timeline

Weekly assignment grades with rubric feedback will be posted within one week of the due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric, if any.

## Late or Missed Assignments

Late assignments will be penalized 10% for each day past the due date. After 2 days (this includes all days within the week Monday - Sunday), the assignment will not be accepted for credit. All assignments are subject to the late assignment policy. Formal assessments cannot be submitted after the due date. Assignments will not be accepted as email attachments unless approved by the instructor.

Important Information about Assessments: Make-up assessments will not be given for any reason. Please contact me via email if you experience a life event that will impact your ability to submit assessments on time.

## Rewrites

Rewrites will not be permitted in this course.

## Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that you adhere to the deadlines given as you complete assignments and other course activities. Timely participation in online class discussions is very important.

## Attendance policy

Attendance will not be taken for this course. Participation is implied with your on-time completion and submission of course assignments.

## Course Questions

It is natural for everyone to have questions and I want you to feel comfortable asking questions. That said, in some cases, students ask questions that could be easily answered by looking in the syllabus or course materials. In order to facilitate personal responsibility, I ask that you follow the "rule of 3 then me" before asking a question. If your question is about the course requirements or some aspect of the course, check in 3 places for the answer before you ask me. When you ask me, tell me where you have looked for the answer and explain your question. This helps me understand the question so I can give you a better answer.

<u>Where to send questions:</u> If you have a question about the course, you can send me an email within SIUE email. If you want to ask a question of the entire class post it on the Microsoft Teams channel for the course. This is a general discussion area, and you can post general questions here. Sometimes your classmates may know the answers to questions, and I will check this area as well. Please send any questions of a personal nature directly to me or call my office number to reach me regarding urgent or emergency matters.

## Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

## Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: [https://www.siue.edu/policies/3c1.shtml](https://www.siue.edu/policies/3c1.shtml).

## Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or [linwagn@siue.edu](mailto:linwagn@siue.edu).

## Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

## Technology Privacy Information

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

# Additional Support

## Services for Students Needing Accommodations

Students needing accommodation because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

## Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

## Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS KnowledgeBase for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

## Subject to change notice
All material, assignments, and deadlines are subject to change with prior notice.  It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

## Course Schedule:

| Week | Content | Readings | Assignments | Due Dates All due at 11:59 pm CST |
|---|---|---|---|---|
| Week 1: 7/1-7/7 | **Module 1:** Introduction to Social Psych<br>**Module 2:** Research Methods | Chapters 1 & 2 | • Syllabus Quiz<br>• Course Readiness Quiz<br>• Plagiarism Training<br>• Introduction Discussion Post<br>• Chapter Top 5 (2)<br>• Chapter Discussion Board (1)<br>• Weekly Reflective Journal | All assignments this week due on **Sunday, July 7, 2024** |
| Week 2: 7/8-7/14 | **Module 1:** Social Neuroscience<br>**Module 2:** Self & Identity | Chapters 3 & 4 | • Chapter Top 5 (2)<br>• Chapter Discussion Board (1)<br>• Weekly Reflective Journal<br>• Test #1 | All assignments this week due on **Sunday, July 14, 2024** |
| Week 3: 7/15-7/21 | **Module 1:** Conformity & Obedience<br>**Module 2:** Persuasion | Chapters 6 & 7 | • Chapter Top 5 (2)<br>• Chapter Discussion Board (1)<br>• Weekly Reflective Journal | All assignments this week due on **Sunday, July 21, 2024** |
| Week 4: 7/22-7/28 | **Module 1:** Psychology of Groups<br>**Module 2:** Helping & Prosocial Behavior | Chapters 8 & 9 | • Chapter Top 5 (2)<br>• Chapter Discussion Board (1)<br>• Weekly Reflective Journal<br>• Test #2 | All assignments this week due on **Sunday, July 28, 2024** |
| Week 5: 7/29-8/3 | **Module 1:** Love, Friendship, and Social Support<br>**Module 2:** Prejudice, Discrimination, and Stereotyping | Chapters 10 & 12 | • Chapter Top 5 (2)<br>• Chapter Discussion Board (1)<br>• Weekly Reflective Journal<br>• Final Project | All assignments this week due on <mark>**Saturday, August 3, 2024**</mark> |