

**Psychology 340**  
**Social Psychology**  
**Spring 2011**  
**Syllabus and Class Requirements**

**Class meetings:** Thursdays, 9:30am-10:45am, AL-201  
Tuesday, online in the Wimba classroom through Blackboard  
**Professor:** Jean M. Twenge, Ph.D.  
**TAs:** Leah Bressler and Emily Shaffer  
**Required textbook:** *Social Psychology* (Tenth Edition) by David G. Myers  
Available for purchase OR rent at the bookstore  
AND (new!) as an eText for purchase at a 16% discount from the paper version: go to  
<https://digitalmarketplace.test.calstate.edu/dmsp/offer.jsp>  
Not on reserve at the library (sorry; publishers don't provide extra copies)

**1. Course objectives:** In this class, you will learn about how people interact with each other and how individuals behave in social situations. I would like every student to come out of this class with two things: 1) knowledge of social psychology (useful in the workplace, relationships, and life in general), and 2) the ability to think critically and evaluate psychological theories and research.

**2. Grades will be calculated as follows:**

20% First exam  
20% Second exam  
20% Third exam  
25% Final exam  
15% Writing or video assignment

**3. Tests:** There will be four tests: three during class time and one cumulative final exam during the scheduled final exam period (Tuesday, May 17, 8:00am-10:00am), in our classroom. The tests will be multiple choice. They are usually 50 questions or so long. For all of the exams you will need to bring your own scantron; we use the red one, F-289-PAR-L.

**4A. Writing or video assignment:** Every student will either make a brief video or write about 1 page (double-spaced, 12-pt font) on applying social psychology to real life. This is a way for the class to include your experiences, as I will share some of these in class. Choose ONE concept covered in the textbook chapter(s) listed under the first initial of your last name on the next page. Your best bet is one of those in the margin in bold orange type (though feel free to use any concept covered in that chapter). In your paper or video, define the concept and note which chapter it comes from, and then give an example that illustrates it (e.g., something you or someone you know experienced, or an example from TV, a movie, a news story, a song, etc. – and don't use an example already used in class or in the book). If you make a video, feel free to be creative and demonstrate something visually or use humor. E-mail your .doc file or .pdf file (for writing) or a YouTube link (for videos) to Leah the TA, lbress21@gmail.com (NOT to Dr. T) by your

due date (see next page). If your last name is early in the alphabet, your due date is **VERY EARLY! BE PREPARED!** When you send the file to Leah, please name the file with your name (e.g., JANESMITH.doc) so she can be sure to give you your credit.

**4B. Due dates** (by midnight at the end of that day) and topics for the writing or video assignment are organized by first letter of last name:

A-B: 2/3, Chapters 1-3

C-D: 2/10, Chapter 4

E-F: 2/24 Chapter 6

G-H: 3/3 Chapter 5

I-K: 3/10 Chapter 8

L-M: 3/22 Chapter 9

N-O: 4/5 Chapter 10

P-Q: 4/7 Chapter 11

R: 4/14 Chapter 13

S: 4/26 Chapter 12

TUV: 4/28 Chapter 14

WYZ: 5/5 Chapter 15

**4C. Penalties for lateness on the assignment:** Because I use these assignments to share your experiences during lectures, the deadlines are very strict. If your assignment is between 1 minute and 9 hours late, the most you can receive is 70%. If it is between 9 hours and 24 hours late, the most you can receive is 50%. If it is more than 24 hours late, you will not receive any credit for the assignment. I will not make exceptions to this rule without a doctor's note or some other proof of a catastrophic event. Because the topics you may choose from are covered in the textbook, you always have the option of doing the assignment early. You are also welcome to turn it in early. Remember to name your file with your name.

### **IMPORTANT THINGS TO KNOW ABOUT THIS CLASS**

**5. Tuesday classes** will be online through the Wimba program, which you will access through Blackboard (more on next page about this). You can access it from any computer with an Internet connection. You will see the slides and hear me lecturing if you tune in live at 9:30am on Tuesdays when class is scheduled. ALL of these sessions will be archived, so you can watch them at your convenience. The only thing you miss with the archived version is the ability to ask questions. For a few sessions noted in the class calendar as "Archived only," Tuesday online class will not be live, only archived. I will **NOT** post the slides or material from our in-person Thursdays online. To get that material, you have to come to class. We will often use that time to do things that can't be done online (e.g., watch a long video).

**6. Online session instructions.** Here's what you need to do to attend or watch our online class sessions on Tuesdays. Sometime before our first online session on Tuesday, January 25, you should:

1. Log in to SDSU Blackboard via this link:  
<http://blackboard.sdsu.edu/webapps/login>
2. click on Spring 2011 – Social Psychology
3. click on the Communication button on the left
4. click on the Wimba Classroom link (NOT Wimba Pronto)
5. click on the Social Psychology – Spring 2011 Wimba Classroom link
6. **before proceeding, run the Setup Wizard by clicking on the setup wizard link on the right side of the screen**
7. after completing the Setup Wizard successfully, click on the Enter Room link on the left side of the screen.

To see a demo of how to log in to the live online sessions, click on this link:

[http://www.screentoaster.com/watch/stVUxTRk1IR1xeQV9VW1hRX1NR/online\\_session\\_log\\_in\\_for\\_the\\_wimba\\_classroom](http://www.screentoaster.com/watch/stVUxTRk1IR1xeQV9VW1hRX1NR/online_session_log_in_for_the_wimba_classroom)

**7. Technical issues with Wimba:** I'm not a computer support expert, so I won't be able to help you if you experience technical issues while using Wimba for the online class sessions. Fortunately, setting up and using Wimba goes smoothly for most people. You can get help by calling 866-350-4978. There's also a help link once you're running Wimba. One tip I can give based on past questions: Click on Wimba Classroom, NOT on Wimba Pronto (Pronto will give you an error message, and it's not the program we are using). A few people have told me that they can't see or hear the YouTube videos in the online sessions. This is not normal -- I have verified that the videos work, with sound, on both PCs and Macs, and both live and archived -- so if you experience this, call the Wimba helpline. Please don't e-mail me asking to send the link to the video; it's much better to solve the technical problem for the whole semester. In most cases, I will try to include the link to the video in the title of the slide in Wimba.

**8. NO makeup or rescheduled exams:** There will be no makeup exams, and everyone must take the exams at the same time. This is a hard and fast rule. If you anticipate this being a problem, do not take this class. In the rare event that you are in the hospital, have a medical emergency, get in a car accident, or have the funeral of a close family member on the day of an exam, you will provide proof of this event (doctor's note, etc.) via e-mail (as a PDF or .jpg attachment) to both me and Emily the TA, [emilysshaffer@gmail.com](mailto:emilysshaffer@gmail.com) (it is very important that it be sent to both of us, and that it is sent by e-mail so it cannot be lost or go unrecorded). We will calculate your grade without that exam. (Thus the presentation and other exams will count as a higher percentage of your grade, and the missed exam will not count for you or against you). The exams are NOT optional; you must have an emergency or very serious problem and be able to document it to miss an exam. Going on a trip or having plane tickets does not qualify. In addition, this policy can apply to only one exam; you cannot miss more than one exam (if you do you will receive a zero for the second exam missed).

**9. Lateness for exams:** The exam will begin promptly at the beginning of class (or at the beginning of the final exam period). If you arrive after the first person has left, you cannot take the exam. You will be allowed only the class period to finish the exam, as we

only have the room for the allotted period of time. This is rarely a problem, however; most people finish exams in this class in less than an hour.

**10. Missing class:** If you miss a Thursday class, please get the notes from a classmate. Please DO NOT contact me or the TAs asking if there was anything you missed (we wouldn't have class unless there was something to miss!) Class cannot be conveyed in e-mail. Please get notes from another class member. Realize, though, that getting notes will not give you the whole picture. Coming to class is important because I often ask exam questions that are covered only in class and not in the book. The easiest way to do well in this course is to come to class!

**11. Grades and seeing what you missed on exams:** The TAs will post grades on Blackboard. Please contact Emily or Leah the TAs about any questions regarding grades; I do not keep those records. If you want to see what you missed on an exam, come to the TAs' office hours (times to be announced in class) to see your scantron.

**12. If you have a question, READ THE SYLLABUS before you e-mail.** Most questions students have are answered by this syllabus. If you e-mail me asking about something that is clear in the syllabus, I will either not reply or will reply with three words: "Read your syllabus." If you have questions about the content of the class, which I welcome, it is usually better to ask these before, during, or after class instead of in an e-mail. I will be able to give you a more complete and helpful answer that way. If you still have a question by e-mail, you'll want to contact the right person so you don't have to wait a long time to get a response. Here's whom to contact for different concerns:  
Grades: Emily the TA, [emilysshaffer@gmail.com](mailto:emilysshaffer@gmail.com)  
Sending in your writing or video assignment: Leah the TA, [lbress21@gmail.com](mailto:lbress21@gmail.com)  
Technical issues with Wimba: Help on the Wimba page or 866-350-4978  
Notes from an in-person class you missed: One of your classmates.  
Suggestions for improving the class: Your professor, Dr. T, [jtwenge@mail.sdsu.edu](mailto:jtwenge@mail.sdsu.edu)  
Further information about a class topic: Your professor, Dr. T, [jtwenge@mail.sdsu.edu](mailto:jtwenge@mail.sdsu.edu)  
Doctor's notes, etc. for missed exams: Emily the TA, [emilysshaffer@gmail.com](mailto:emilysshaffer@gmail.com), AND your professor, Dr. T, [jtwenge@mail.sdsu.edu](mailto:jtwenge@mail.sdsu.edu)

**13. Feedback to me:** Although my policies on exams are strict, I am willing to be flexible in other ways. If there is something that would improve students' experience in class, please tell me (preferably before or after class, but e-mail is also fine for this.) If there is something you can't wait to complain about when you fill out the class evaluation at the end of the semester, don't wait – tell me when I can still change things for the better. One note: The microphone doesn't always work, so if you have trouble hearing please sit closer to the front.

**14. What we will do in class:** This class will use multiple formats. Sometimes I will lecture, but I will also use illustrations and videos at some points – some contributed by class members. In addition, I often ask people to volunteer examples and give opinions during class. I encourage open discussion in this class. We will learn about many things that apply to real life, so it's ideal if we learn from each other.

**15. Some advice for discussion:** Usually when I ask a question to the class I am not necessarily looking for “the correct answer;” often I’m interested to know what you think about the question and why. Also, please feel free to ask questions on any aspect of research or theory which you feel you do not understand fully. If you’re uncertain, that probably means the rest of the class is, too. I’m always willing to explain something again — if you don’t ask questions, I’ll never know if everyone understands. Please ask. Of course, I won’t know the answer to every question, partially because not every question has been answered with data!

**16. Conduct during class and other details:** If you arrive late or leave early do not disturb those around you. Put pagers and cell phones off or on vibrate during class. If you are registered at Disabled Student Services, please let Emily the TA know, and give her a note from that office regarding the accommodations requested.

**17. Exam content:** Exams will be multiple choice. The large majority of the material on the exams will come from class lectures and discussions, so coming to class and viewing the online sessions will be rewarded. That includes all of the videos we watch. When taking notes in class, don’t just write down what’s on the slide; make sure you understand what I’m saying. I also write some important things on the board from time to time. About 20% of exam questions will be based on material we did not cover in class but that’s covered in the book. For these questions, I try to concentrate on things the book covers in detail (e.g., for at least one page).

The final exam will be cumulative. Thus it will cover everything in the class, including material tested on the three in-class exams (they will not be the same questions, but might cover the same topics). Part of the final covers chapters you have not yet been tested on; these questions will follow the same rules as the previous exams (with some book questions). For the cumulative portion of the final, I do not ask new questions from the book; those questions are based only on what we covered in class.

**18. Tips for exams:** I do not give review sheets for exams. It is much more beneficial if you make your own review sheet of concepts to study, and as this is an upper-division class I expect that will now be a familiar process. Map out the important information in your own summary sheet and you will be studying just through the act of making the summary sheet. As for taking the exams themselves: Read the exam questions carefully. A difference of one word may separate right and wrong answers. I will often ask you to apply your knowledge, not just to show that you have memorized definitions. Many of my exam questions, for example, describe a behavior or situation and ask you to identify it, as this is much more like real life. (You’ll rarely need to define a psychological term, but it’s very useful to know what to call something when you see it). We do NOT grade on a curve – if everyone earns an A, everyone will get an A. I will be pleased if everyone does well.

**19. Grade breakdown:**

93+

A

90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C +
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and under	F

We will use the standard rules for rounding (.49 and under rounds down; .50 and over rounds up).

**20. More about grades:** Your grade will be based on the three exams and the assignment as noted in Section 2 above. I do not usually offer extra credit assignments; if I decide to do so, it will be offered to everyone in class during the course of the semester. Outside of true grading errors, I will NOT change or “bump up” grades FOR ANY REASON. University policy states that final grades cannot be changed unless an error has occurred. That is also my personal policy for the sake of fairness. If you believe a grading error has been made (e.g., your final grade on Blackboard differs from your final grade in Webportal), contact Emily the TA.

## 21. Course Calendar

Th 1/20	Introduction; Administrative Details
Tu 1/25	Research and research methods; Chapter 1 [Online; Archived only]
Th 1/27	The Self in a Social World; Chapter 2
Tu 2/1	The Self in a Social World; Chapter 2 [Online]
Th 2/3	Social Beliefs and Judgments; Chapter 3
Tu 2/8	Social Beliefs and Judgments; Chapter 3 [Online]
Th 2/10	Behavior and attitudes; Chapter 4; Stanford Prison Experiment video
Tu 2/15	Behavior and attitudes; Chapter 4 [Online]
Th 2/17	FIRST EXAM
Tu 2/22	Persuasion; Chapter 7 [Online]
Th 2/24	Conformity; Chapter 6: Milgram video
Tu 3/1	Conformity; Chapter 6 [Online; Archived only]
Th 3/3	Genes, Culture, and Gender; Chapter 5; Guest lecture
Tu 3/8	Genes, Culture, and Gender; Chapter 5 [Online; Archived only]
Th 3/10	NO CLASS
Tu 3/15	Group Influence; Chapter 8 [Online]
Th 3/17	SECOND EXAM
Tu 3/22	Prejudice: Disliking Others; Chapter 9 [Online]
Th 3/24	Prejudice: Disliking Others; Chapter 9; <i>Black/White</i> video; Guest lecture
Tu 3/29	NO CLASS -- SPRING BREAK

Th 3/31	NO CLASS -- SPRING BREAK
Tu 4/5	Aggression: Hurting Others; Chapter 10 [Online]
Th 4/7	Aggression: Hurting Others; Chapter 10: Power Rangers video
Tu 4/12	Attraction and Intimacy; Chapter 11 [Online]
Th 4/14	Attraction and Intimacy; Chapter 11; <i>When Harry Met Sally</i> video
Tu 4/19	Conflict and Peacemaking; Chapter 13 [Online]
Th 4/21	THIRD EXAM
Tu 4/26	Helping; Chapter 12 [Online]
Th 4/28	Helping; Chapter 12
Tu 5/3	Social Psychology in the Clinic; Chapter 14 [Online]
Th 5/5	Generations: How when you were born shapes your personality and outlook on life (not in book)
Tu 5/10	Social Psychology in Court; Chapter 15 [Online]

**FINAL EXAM: Tuesday, May 17, 8:00am-10:00am, in classroom**