

Term Information

Effective Term Autumn 2021
[Previous Value](#) [Spring 2015](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of a permanent Distance Learning section

What is the rationale for the proposed change(s)?

It is clear that student learning can be significantly positively impacted by traditional, in person modalities, as well as in distance formats. Our department is large, and we wish to be able to offer multiple sections of our undergraduate curriculum in a variety of modalities to provide the best range of options for our students and faculty moving forward. For students, it can be more than just a matter of convenience - an online class may allow (for example) a working parent to finish their degree in a flexible way or a student with significant health concerns to continue to engage in coursework. Such flexibility also allows our excellent faculty with significant health concerns to continue to positively impact student learning in their area of expertise by teaching remotely. It is best for all members of the university to have the flexibility to offer sections in a variety of settings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3325
Course Title	Introduction to Social Psychology
Transcript Abbreviation	Intro Social Psych
Course Description	An introduction to research in social psychology; topics include individual motivation, group behavior, attitudes, and perception of self and others.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1100 (100) or 1100H (100H).
Exclusions	Not open to students with credit for 2367.01 (367.01), 3325H (325H), or 325.
Electronically Enforced	Yes
<i>Previous Value</i>	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2707
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will learn principles of social psychology
Content Topic List	<ul style="list-style-type: none">• Research methods• Social cognition• The self• Attribution• Stereotyping• Prejudice• Attitudes• Persuasion• Dissonance• Conformity• Group processes• Attraction and close relationships• Helping• Aggression
Sought Concurrence	No

Attachments

- Psych 3325 syllabus.pdf: current syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCHOLOGY 3325_online syllabus proposal.docx: proposed online syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- PSYCH 3325 technical review.docx: ASC technical review
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	02/02/2021 05:53 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/02/2021 05:54 PM	Unit Approval
Pending Approval	Haddad,Deborah Moore	02/03/2021 04:36 PM	College Approval



SYLLABUS

PSYCHOLOGY 3325

Introduction to Social Psychology

Term XXXX – Online – Class #: XXXXX

COURSE OVERVIEW

Instructor

Instructor: Varies, specific section instructor will provide to students

Email address: Varies, specific section instructor will provide to students

Phone number: Varies, specific section instructor will provide to students

Office hours: Varies, specific section instructor will provide to students

Course description

An introduction to research in social psychology; topics include individual motivation, group behavior, attitudes, and perception of self and others. An exploration of scientific research and literature into the field of social psychology, including the central elements of the field (affect, behavior, and cognition), as well as a particular focus on broad research trends highlighted by specific, classical psychology studies. We will answer questions like “what is the self?” “when will people obey authority, and when will they challenge it?” “what is the best way to reduce aggression?” and “how do human relationships form?”

As a student in Psychology 3325, you will learn about scientific theory and research in the major topic areas of social psychology. Through synchronous and asynchronous discussion, activities, and readings, you will apply principles of social psychology to the situations you encounter in your everyday life. Further, by applying a lens of critical thinking to social behavior, you will begin to recognize the strong (but usually unrecognized) social forces that influence your own and others’ behavior in the many environments and contexts in which you live, work, learn, and interact with others..

Course learning outcomes

Goals specify what students completing Psychology 3325 should accomplish by the end of the course. Learning Objectives define how a course will assess whether students meet these goals.

Our course goals in social psychology are:

To increase students' SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world

To meet the Learning Objectives for the Scientific Knowledge Goal, students will:

- Describe and assess the basic psychological theories, principles, and concepts explaining interpersonal relations, social cognition, attitude formation and change, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.
- Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field's content (APA Goal 1 – Knowledge Base)

To meet the Learning Objectives for the Understanding Differences Goal, students will:

- Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, and cognitive dissonance).

To promote CRITICAL THINKING that can be applied to social and cultural contexts

To meet the Learning Objectives for the Critical Thinking Goal, students will

- Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.
- Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research (APA Goal 2: Scientific Inquiry and Critical Thinking)

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals

To meet the Learning Objectives for the Application Goal, students will:

- Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life.
- Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (APA Goal 3: Ethical and Social Responsibility)
- Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (APA Goal 5: Professional Development)

HOW THIS COURSE WORKS

Mode of delivery:

- Varied. Some instructors will hold synchronous sessions within the time/day pattern assigned to this course by the registrar and will clearly indicate this to their students through Carmen, their finalized syllabus, and emails. Other instructors will be doing their courses entirely asynchronously and this will similarly be communicated clearly to students.
- 100% online delivery.
- There are many opportunities for asynchronous interaction with instructional staff, the individual professors, and each other
- There may be opportunity for optional synchronous sessions.
- All optional synchronous sessions will be held within the original time/day pattern of this course, though we will not use all of those days, nor all of the time each time we meet
- All synchronous work can be made up in an asynchronous fashion, if you are unable to attend

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- There is usually one required due date each week
 - **Sunday at 11:59p**
- Activities and assignments for the following week are released on **Monday at 12am**

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of

homework (reading and assignment preparation, for example) **to receive a grade of (C) average.**

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance:** You will also be evaluated on how much you participate in the class throughout the term. Students may earn points for being actively involved in discussions, being on-task, and being prepared. These points explicitly include online discussion posts. Students are generally expected to complete a total of four (4) discussion posts per week (generally 2 original and 2 replies) in small groups. Examples and possible topics are provided on Carmen.
- **Office hours and live sessions:** Any live, scheduled events for the course, including my office hours, are optional. There are many opportunities for asynchronous interaction with your instructor and each other.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

The social psychology textbook required for this course is a HIGH QUALITY, FREE, OPENLY LICENSED ONLINE RESOURCE.

This means you can read and download course content for free, without the high price tag or copyright restrictions. Rather than pulling a big book out of your bag, you can go online to find the content you need.

All course content, including the textbook, readings, and videos can be found on CARMEN (<http://carmen.osu.edu>).

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **Tophat:** All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated (may vary by instructor)

ASSIGNMENT CATEGORY	POINTS
MINI-QUIZZES (14)	70 PTS
PROJECTS	30 PTS
ONLINE DISCUSSIONS (15)	30 PTS
WEEKLY QUESTIONS	15 PTS
TOTAL	145 PTS

See course schedule below for due dates.

Descriptions of major course assignments (may vary by instructor)

Mini-Quizzes: There will be fourteen (14) mini-quizzes, generally one per week, focusing on conceptual knowledge and application of social psychology content. Each student must show a valid BuckID to take an exam. These mini-quizzes will not entail a cumulative component, and will largely consist of multiple-choice questions, although other variations may be included.

STEP 1. Similar to homework assignments, this quiz is OPEN-BOOK and OPEN-NOTES.

STEP 2. Unlike your previous homework assignments or weekly questions, these quizzes have (1) A LIMITED TIME TO COMPLETE, and (2) CANNOT BE RE-OPENED once submitted.

Your overall mini-quiz scores will count for around 48% of your final grade.

Academic integrity and collaboration: You are allowed to use your notes, the lecture slides, and any other content we have provided from Carmen. You are not allowed to discuss your responses with others before the week is up, or during the mini-quiz. Your assignment submissions must be your own individual work.

Projects: To demonstrate your mastery of the material, as well as check your understanding with peers, there are several projects you will complete over the course of the semester. Largely, the goal of this content is to push you to apply your understanding of class concepts to new areas, or seek out additional knowledge re: social psychology, beyond the scope of the lecture and book. These projects will consist of: (1) performing a real-world observation of human behavior, (2) locating and discussing a scientific psychology article, and (3) using psychology to pursue your future career goals.

Your projects will count for around 21% of your final grade.

The following are example projects.

Project 1. Observational hypothesis.

Psychology is inescapable. Every person, for their entire existence, has a first-hand experience of it. It is the role of researchers to try to create novel hypotheses about both (1) how people think, feel, and act, and (2) WHY they think, feel, and act these ways. To begin to examine what DRIVES behavior, we must first notice the BEHAVIOR itself! The goal of this task will be take to part in a brief bit of observational research.

STEP ONE. LITERALLY WATCH PEOPLE. Go to a PUBLIC location on campus (wearing a mask and keeping your distance) that has traffic or a large number of people. For 15-minutes, just watch how people act (NOTE. do not stare at a single person for fifteen minutes straight). Consider how and when they sit or move; people in a hurry or walking slowly; smiling, screaming, or other emotional behaviors. **If you do not feel comfortable in one of these environments, due to distancing concerns or others, then try to search out an online forum with live posts (e.g., livestreams) and try to record the reaction of the groups.**

STEP TWO. Record (as best as you can) a time-stamp list of behaviors or comments you saw (e.g., 2-min: a man came strolling through, dressed up as the Tom W. Davis clocktower. He ran around yelling "I a good use of money!" Children ran and screamed, their parents wept). Do not include any IDENTIFIABLE information (no names). You do not need to include every minute, this is just a rough record of your experience to reflect on.

STEP THREE. Try to consider human behavior as you are watching; did anything unusual happen? If it was all very banal, then try to fixate on specific individual behaviors - does anyone walk differently? Do everyone look at the same place? Try to look for differences. Write down a summary of anything particularly interesting you were wondering about here.

STEP FOUR. Consider how PSYCHOLOGISTS could investigate something from your observations. Construct a TESTABLE HYPOTHESIS about people based on this work.

STEP FIVE. UPLOAD a copy of your time-stamps (with location and date), as well as a TESTABLE HYPOTHESIS, to this assignment tab.

Academic integrity and collaboration: You may discuss your ideas about the prompts with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

Project 2. Scientific study report and discussion.

Your goal is to consider a direct scientific work in the field of social psychology. Grapple with a formal research paper into a domain of personal interest, and consider possible applications and implications for your, and others', lives. In addition, we will be discussing this content in class. You will be presenting your document and article to a small group of your peers, and learning about new social psychology from them as well!

STEP ONE. Choose any one of the peer-reviewed, scientific, articles you can locate on the internet that is germane to the topic of SOCIAL PSYCHOLOGY. We recommend using GOOGLE SCHOLAR or PSYCINFO to locate these articles. Be prepared to discuss and share it.

STEP TWO. Create a brief summary of the paper, written by yourself, which includes:

- (1) the abstract of the paper (just copy this directly from the article),
- (2) in bullet points or a short synopsis, what you thought were the most interesting details of the paper,
- (3) something new that you learned from the paper, beyond what we discussed in class,
- (4) how you might use this paper out in the "real world" – what is an application of this research to your own life, and
- (5) a brief (one to two sentences) hypothesis for a FOLLOW-UP study.

STEP THREE. UPLOAD your brief summary page (including abstract and other written content) and ARTICLE to this assignment tab.

STEP FOUR (IN CLASS). DISCUSS your article and summary in small groups in the weekly discussion tab. LEARN about new social psychology research, and WORK TOGETHER to come up with new ideas.

Academic integrity and collaboration: You may discuss your ideas about the prompts with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

Project 3. Considering careers.

We want all students to not just memorize psychological terms, but understand that YOU LIVE IT. The science of psychology is directly relevant to you, insofar as you are human. Thus, we want students to consider how to use this class, and their own values and interests, for their future goals and how to apply their values to achieve their desired ends. Specifically, we will focus on career goals, for this assignment.

STEP ONE. RANKING OF PERSONAL CHARACTERISTICS AND VALUES

Below is a list of characteristics and values, some of which may be important to you, some of which may be unimportant. Please rank these values and qualities in order of their importance to you, from 1 to 11 (1 = most important item, 11 = least important item). Use each number only once.

Artistic skills/aesthetic appreciation
 Sense of humor
 Relations with friends/family
 Spontaneity/living life in the moment
 Social skills
 Athletics
 Musical ability/appreciation
 Physical attractiveness
 Creativity
 Business/managerial skills
 Romantic values

STEP TWO. INDICATE your two or three most important values (on this list). Consider WHY these selected value(s) are important to you. Write a brief paragraph on (1) what your future career goals are, and (2) how these personally important value(s) may be relevant to you ACHIEVING that career goal.

STEP THREE. Consider at least TWO (2) components of social psychology that we discussed IN THIS CLASS can apply to your future career goals. In two bullet-points, (1) explicitly IDENTIFY the social psychology concepts, and (2) describe how these would be directly applicable to your future career goal (e.g., how you would use them in this job). The identified elements should have some SPECIFIC relevance to what you are considering (show me you fully understand the concepts!). Make sure to BOLD or HIGHLIGHT the elements.

STEP FOUR. Submit your RANKINGS, PARAGRAPH, and BULLET POINTS on Carmen after you have finished.

Academic integrity and collaboration: You may discuss your ideas about the prompts with other students and instructional staff as much as you like. Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

Online Discussions: You will also be evaluated on how much you participate in the class throughout the term. Students may earn points for being actively involved in discussions, being on-task, and being prepared. These points explicitly include online discussion posts.

You are required to make at least FOUR (4) discussion posts per week. We recommend you post TWO (2) original comments and respond to at least TWO (2) comments by another person.

If these posts appear to be too low effort (e.g., small sentence, just responding with "same," one word replies), you will not be awarded points for completion. We want to see substantive discussions. Generally, a minimum of two sentences. Consider expanding and clarifying so it is easy for your peers to read your responses.

Your section points will count for around 21% of your final grade.

Academic integrity and collaboration: You may discuss your ideas about the prompts with other students as much as you like. Your contributions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

Weekly Questions: To help ensure you are mastering the material, there will be a series of questions due by the end of the week on Sunday about the content covered that week. This assignment will be graded based on completion: it is up to you to ensure that you have appropriately answered each question. It is recommended to complete several questions every day, and not in a block at the end.

Please use the videos, the notes, and your own independent assessment to answer these brief questions. These questions are meant to guide your understanding of the material: after watching the mini-lecture and looking over the slides, they should be simple review. In that sense, they serve as a check: if any of them are difficult or you cannot find the answer, you should review the notes and immediately contact the instructor.

You are only graded on the COMPLETION of the weekly questions, and not on the accuracy. It is meant to be used as a weekly study guide, to help prepare you for the mini-quizzes.

Here are some sample questions from the first week (on research methods):

What are the 5 steps of the scientific method?

What is the difference between a theory and a hypothesis?

Can you define a given variable (e.g. helpfulness) conceptually and operationally?

What is the observational method and what research questions can it address?

What is the third variable (lurking variable) problem?

What is the third variable (lurking variable) problem?

What are the strengths and weaknesses of observational, correlational, and experimental research?

What are some guidelines for ethical research?

Your weekly questions will count for around 10% of your final grade.

Academic integrity and collaboration: You may freely work with others on the content-specific questions (and indeed, you are encouraged to use any resource you can to help). However, for the application questions, you should try to consider how the work will be relevant to your own life.

Late assignments

- Late submissions may not be accepted by some instructors. Other instructors may apply grade penalties for late assignments.
- Due dates and times will be explicitly given in Carmen.

Grading scale

Grades will be determined based on the final percentage of your overall score. The standard OSU grading scale will be applied as follows.

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time (may vary by instructor)

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** Graded feedback will be provided promptly; almost all feedback will be provided within 1 week of a submission (usually less than one day).
- **Email:** Emails will be responded to promptly. The primary fashion by which communication between instructor-and-student will occur is Carmen, including announcements, emails, modules, posts, and other items. However, for students to ask questions, we will begin with emails, and move to other technologies (e.g., Zoom) depending on how the class is progressing.
- **Discussion board:** The discussion segment of this class is a peer-to-peer discussion. If you have specific questions for the instructor, make sure to email them or to inquire through Carmen chat or another similar system.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND the instructor.

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at <http://go.osu.edu/it> or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** the instructor.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)

- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Dennis Learning Center

The Dennis Learning Center (<https://dennislearningcenter.osu.edu/>), located within the Younkin success center, has many online and in-person resources available for improving study skills or dealing with test anxiety.

Student Advocacy

The Student Advocacy Center is an office on campus that works with students who have been significantly ill or experienced other traumatic personal issues to minimize the impact these circumstances may have on their academics. They can provide you with resources to cope with your situation and they can also contact instructors to provide documentation on your behalf. Phone: 614-292-1111, web address: <http://advocacy.osu.edu/>

Advising

This link has an overview and contact information for the academic services offered on the OSU Columbus campus: <https://advising.osu.edu/>

Student Services

Manage many of the electronic services on campus: <https://contactbuckeyelink.osu.edu/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

SAMPLE COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	25-Aug; due 30-Aug	introduction to social psychology, research methods in psychology discussion, weekly questions , mini-quiz due see Carmen video and reading links
2	31-Aug; due 6-Sep	the social self discussion, weekly questions , mini-quiz due see Carmen video and reading links
3	7-Sep; due 13-Sep	the social self discussion, weekly questions , mini-quiz due, mini-quiz makeup see Carmen video and reading links
4	14-Sep; due 20-Sep	social cognition discussion, weekly questions , mini-quiz due, observational hypothesis see Carmen video and reading links
5	21-Sep; due 27-Sep	the role of attribution discussion, weekly questions , mini-quiz due see Carmen video and reading links
6	28-Sep; due 4-Oct	Application of social psychology: moral psychology discussion, weekly questions , mini-quiz due, mini-quiz makeup see Carmen video and reading links
7	5-Oct; due 11-Oct	Cognitive dissonance discussion, weekly questions , mini-quiz due see Carmen video and reading links

8	12-Oct; due 17-Oct	Attitudes and persuasion discussion, weekly questions , mini-quiz due see Carmen video and reading links
9	19-Oct; due 25-Oct	Social influence discussion, weekly questions , mini-quiz due, mini-quiz makeup, scientific study report see Carmen video and reading links
10	26-Oct; due 1-Nov	Group processes discussion, weekly questions , mini-quiz due see Carmen video and reading links
11	2-Nov; due 8-Nov	Application of social psychology: personal security discussion, weekly questions , mini-quiz due see Carmen video and reading links
12	9-Nov; due 15-Nov	Relationships and attraction discussion, weekly questions , mini-quiz due, mini-quiz makeup see Carmen video and reading links
13	16-Nov; due 22-Nov	Stereotyping and prejudice discussion, weekly questions , mini-quiz due, considering careers see Carmen video and reading links
14	23-Nov; due 29-Nov	Prosocial behaviors discussion, weekly questions , mini-quiz due see Carmen video and reading links
15	30-Nov; due 6-Dec	Application of social psychology: creativity discussion, weekly questions , mini-quiz makeup see Carmen video and reading links

Social Psychology

The course

An introduction to research in social psychology; topics include individual motivation, group behavior, attitudes, and perception of self and others.

PREREQ: 100 (100) or 1100H (100H). Not open to students with credit for 2367.01 (367.01), 3325H (325H), or 325.

Statement of Course Goals

Students taking Psychology 3325 should **acquire knowledge of scientific theory and research in the major topic areas of social psychology**. With the aid of class discussion, activities, and out-of-class readings, students should discover the relevance of the course material to situations of everyday life. Further, they should gain an understanding of the strong (but usually unrecognized) social forces that influence others' and their own behavior in such settings as home, school, and work.

Psychology Major Goals

To develop a foundation and basic understanding of the psychology of personal security widely applied across areas of research writ large, specifically with a focus on research findings and theories found in the field of psychology. This course also aims to meet goal-based requirements set forth by the **Ohio State University (Psychology Major)**. These are guidelines that establish standardized, baseline expectations of understanding for a host of areas in psychology. OSU learning objectives are specified below. This includes developing and refining the following skills:

This course also aims to meet goal-based requirements set forth by the **Ohio State University (Psychology Major)**.

Knowledge base in psychology Describe key concepts, principles, & overarching themes in psychology; Develop working knowledge of psychology's content domains; Describe applications of psychology

Scientific Inquiry & Critical Thinking Use scientific reasoning to interpret psychological phenomena; Demonstrate psychology information literacy; Engage in innovative & integrative thinking & problem solving; Interpret, design, & conduct basic psychological research

Ethical & Social Responsibility in a Diverse World Apply ethical standards to evaluate psychological science & practice; Adopt values that build community at local, national, & global levels

Professional Development Apply psychological content & skills to career goals

Useful links

Here are links to several resources that may be useful to you throughout the semester. These may not be necessary for you to use to succeed in this course, but they can help you quickly access important resources to the field of social psychology.

scholar.google.com: an easy-to-search database of scholarly journals. BE AWARE that you need to be logged in through your OSU account in order to access most articles.

<http://library.ohio-state.edu/record=e1000319>: a quick link to the OSU library connection of PSYCINFO, the most comprehensive database of psychology articles available.



Dr. Steven Bengal

ROOM PSY 165

EMAIL BENGAL.1@OSU.EDU

PHONE 614.292.8185

The best way to reach me is by e-mail using your OSU account.

OFFICE HOURS

W 1:40 PM–2:10 PM

F 1:40 PM–2:10 PM

OR BY APPOINTMENT

Contact me for all other visits through my EMAIL.



Course website

CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it regularly and frequently.

Electronic communications via Carmen uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.



Required Text

CARMEN.OSU.EDU

The social psychology textbook for this course is a HIGH QUALITY, FREE, OPENLY LICENSED ONLINE RESOURCE. This means you can read and download course content for free, without the high price tag or copyright restrictions. Rather than pulling a big book out of your bag, you can go online to find the content you need.

All course content, including the textbook, readings, and videos can be found on CARMEN.

Specific Course Learning Outcomes

Goals specify what students completing Psychology 3325 should accomplish by the end of the course. Learning Objectives define how a course will assess whether students meet these goals.

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific [Transfer Assurance Guide \(TAG\) learning objectives](#) (recommended by the Board of Regents after consultation with faculty); TAG learning objectives are specified within the course and [GE learning objectives below](#).

Our course goals in social psychology are listed on the next page.

Specific Course Learning Outcomes: Methodology

To increase students' SCIENTIFIC KNOWLEDGE and UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world.

To meet the Learning Objectives for the SCIENTIFIC KNOWLEDGE GOAL, students will:

Describe and assess the basic psychological theories, principles, and concepts explaining interpersonal relations, social cognition, attitude formation and change, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice. (TAG 1)

Describe key concepts, principles, overarching themes, and applications of psychology while developing a working knowledge of the field's content (APA Goal 1 – Knowledge Base)

To meet the Learning Objectives for the Understanding Differences Goal, students will:

Explain and predict how human behavior is influenced by social factors (e.g., groups, authority figures, in-group bias, gender roles, and cognitive dissonance). (TAG 3)

To promote CRITICAL THINKING that can be applied to social and cultural contexts

To meet the Learning Objectives for the CRITICAL THINKING GOAL, students will:

Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet. (TAG 4)

Use scientific reasoning to interpret psychological phenomena, demonstrate psychology information literacy, engage in innovative and integrative thinking and problem solving, and interpret basic psychological research (APA Goal 2: Scientific Inquiry and Critical Thinking)

To foster REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals

To meet the Learning Objectives for the APPLICATION GOAL, students will:

Apply knowledge of theory as well as current and past research in social psychology to situations in everyday life. (TAG 2)

Apply ethical standards to evaluate psychological science, build and enhance interpersonal relationships, and adopt values that build community at local, national, and global levels (APA Goal 3: Ethical and Social Responsibility)

Apply psychological content and skills to career goals and refine skills that promote professional success, namely self-efficacy and self-regulation, project management, and teamwork capacity (APA Goal 5: Professional Development)

Psychology 3325 Program Directors

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Department info

DEPARTMENT OF PSYCHOLOGY

1835 NEIL AVENUE

COLUMBUS OH, 43212

EMAIL asc-psychmainoffice@osu.edu

PHONE 614.292.9195

Student resources

The PSYCHOLOGYMAJOR.OSU website has a wealth of additional resources to ensure you can achieve your goals in the field of psychology. A minimal selection is provided below:

<https://psychologymajor.osu.edu/courses>: review available classes and credits.

<https://psychologymajor.osu.edu/research/be-research-assistants>: access to information on how to get involved in a hands on fashion with research in psychology.

<https://psychology.osu.edu/directory>: a faculty and staff directory, for ease of access.

The structure

Lectures, homework, discussions, and readings: This course has a strong lecture-based format: concepts will be initially discussed or introduced in class. However, we will additionally have some in-class activities in which you are encouraged to bring a laptop or other device capable of access the internet, so you can engage in an environment with direct observation. Sometimes, we will engage in small group discussions or work in which you cooperatively demonstrate your learning with peers and review your understanding of the materials. Lastly: many concepts will require further reading to fully unpack and understand. Go beyond the classroom.

Attendance

Please do! Attendance is not specifically required, but there is a strong correlation between attending the course and final grades. The slides are not always designed to include all of the information we discuss through a course, and cannot answer your questions by themselves. Lastly, there are **points associated with showing up!**

If you have a reason that you know will impact your attendance over the course of the semester, bring it to my attention within the first week of class. Any excused absences for University-sponsored events must be documented and brought to the instructor's **attention prior to the absence.**

Late work

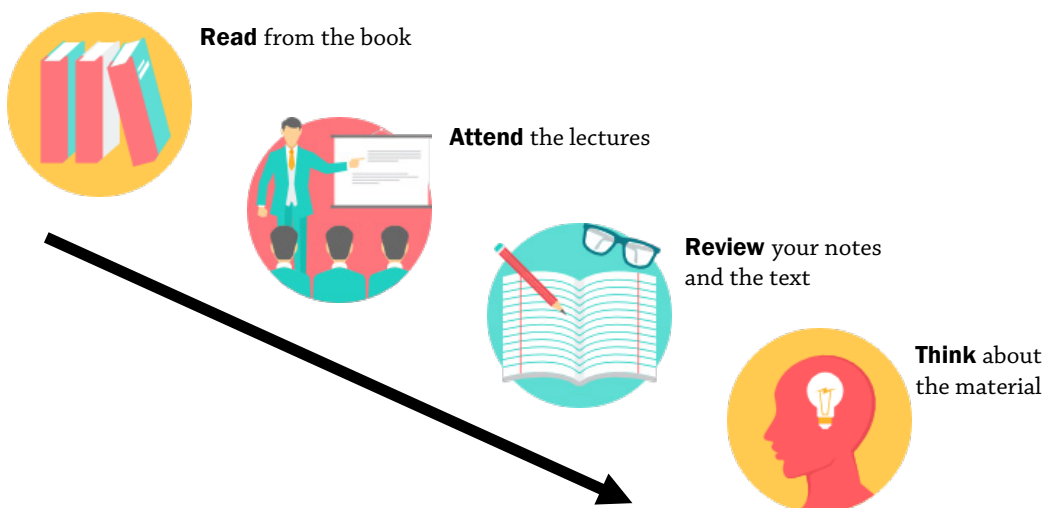
Please don't! Late assignments (i.e. Those turned in after the time they are due) or missed exams will receive **20% penalty per day late (minimum 0.5 pts).** This penalty will be waived only under extreme circumstances (e.g., severe medical reasons and/or family issues or emergencies). Should such circumstances arise, you must contact the instructor **as soon as possible** before class time and submit suitable documentation.

Workload

The workload for this course is largely out of class time. Reading, practicing, and learning social psychology involves more than a perfunctory attendance of lecture. Some concepts may take longer than you expect to master, and you will have to learn both conceptually and practically how various social psychology concepts are related (and separate). **Manage your time.** Don't wait until the last minute to begin studying or reviewing material.

Beyond exams, there are a number of homework assignments due throughout the semester. These are intended to both measure your progress and allow you to demonstrate your mastery of the material. They are a guide to make sure you are keeping up with the pace of the course.

A SUGGESTED SYSTEM FOR SUCCEEDING IN THIS COURSE IS LISTED BELOW:



Rules of engagement

Speaking up: You must be prepared to speak. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned readings and ask questions. Stage fright be damned, this course is your time to shine!

Consider colleagues: Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Read assigned readings and review course materials. Take an active, engaged role in your own learning.

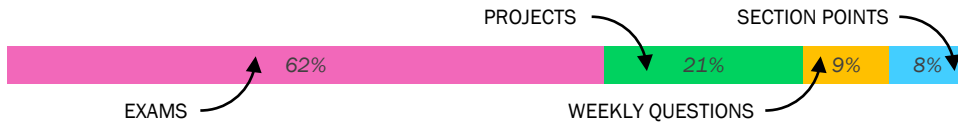
Work beyond: Be prepared to work outside of class. Readings, studying, and preparing for future classes. This class is meant to be where you come to test that you have understood the materials from the book, not learn content for the first time.

Top hat: This course will use Top Hat for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **first day of class** for us to discuss alternatives.

TOPHAT.OSU.EDU

Be aware: This course structure varies by lecture, by concept, by unexpected snowdays (heatdays?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will always be informed of these changes on Carmen and in class.

Earning your grades



Exams: There will be **three (3) in-class exams**, focusing on conceptual knowledge and application of social psychology content. Each student must show a valid BuckID to take an exam. Please bring a pencil to all exams. These exams will not entail a cumulative component, and will largely consist of multiple-choice questions, although other variations may be included.

Your overall exam scores will count for **62%** of your final grade.

Projects: To demonstrate your mastery of the material, as well as check your understanding with peers, there are several projects you will complete over the course of the semester. Largely, the goal of this content is to push you to apply your understanding of class concepts to new areas, or seek out additional knowledge re: personal security, beyond the scope of the lecture and book. These projects will consist of: **(1)** performing a real-world observation of human behavior, **(2)** locating and discussing a scientific psychology article, **(3)** discovering and sharing social psychology in the media, using MUSIC and POETRY, **(4)** working COLLABORATIVELY to solve a hypothetical problem, and **(5)** using psychology to pursue your future career goals.

Your projects will count for **21%** of your final grade.

Weekly Questions: To help ensure you are mastering the material, there will be a series of questions due by the end of the week on Sunday about the content covered that week. This assignment will be graded based on completion: it is up to you to ensure that you have appropriately answered each question. It is recommended to complete several questions every day, and not in a block at the end.

Your weekly questions will count for around **9%** of your final grade.

Section Points: You will also be evaluated on how much you participate in the class throughout the term. Students may earn attendance points for being actively involved in discussions, being on-task, and being prepared. Students may lose points for failing to be engaged or on-task in class, being late to class, and/or being consistently absent. These points explicitly include in-class **Top Hats** (and as such, missing a lecture may preclude you from these points) and completing a **Course feedback** form.

Your section points will count for **8%** of your final grade.

Extra Credit: You will receive 1 point of extra credit for **reading the syllabus**. This point will be automatically applied. If you ask if the class has extra credit, you will demonstrate that you have NOT read the syllabus and **will lose this 1 point!**

	exams	projects	weekly questions	section points
Students demonstrate SCIENTIFIC KNOWLEDGE in how individuals and groups think, feel, and act within the context of a social world.	✓	✓	✓	✓
Students demonstrate UNDERSTANDING OF DIFFERENCES in how individuals and groups think, feel, and act within the context of a social world.	✓	✓		✓
Students demonstrate CRITICAL THINKING that can be applied to social and cultural contexts.	✓	✓	✓	✓
Students make REAL-WORLD APPLICATIONS to societal issues, interpersonal contexts, and professional goals.		✓		

Component values

MIDTERM EXAMS	3 / 90 PTS
PROJECTS	30 PTS
WEEKLY QUESTIONS	13 PTS
SECTION POINTS	12 PTS
TOTAL	145 PTS

Grading scale

This course uses the OSU standard grading scale. All students are graded on the same scale from A to E.

A (EXCELLENT)	100–93
A- (REALLY GOOD)	92.99–90
B+ (VERY GOOD)	89.99–87
B (GOOD)	86.99–83
B- (KIND OF GOOD)	82.99–80
C+ (BIT BETTER THAN OK)	79.99–77
C (OK)	76.99–73
C- (BIT WORSE THAN OK)	72.99–70
D (VERY WEAK)	69.99–65
E (FATALLY FLAWED)	BELOW 65

Grading standards

Further clarification of grades, on any given component, are listed below. We are looking not just for a passing recognition of data analysis, but pushing students for absolute mastery of the material. A general guideline for grades is as follows:

A = Excellent mastery of material, able to apply to novel situations.

B = Good conceptual understanding and/or some issues of practical application.

C = OK/average conceptual understanding and/or some issues of practical application.

D = Weak conceptual understanding and/or extreme problems in practical ability, or some requirements unmet.

E = Fatally flawed understanding or application of content; failure to meet minimal course requirements.

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (FACULTY RULE 3335-5-487). For additional information, see the Code of Student Conduct at [HTTP://STUDENTLIFE.OSU.EDU/CSC](http://STUDENTLIFE.OSU.EDU/CSC).

Behavioral Misconduct

Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [HTTP://TITLEIX.OSU.EDU](http://TITLEIX.OSU.EDU) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at TITLEIX@OSU.EDU.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS CONTACT INFORMATION: SLDS@OSU.EDU; 614-292-3307; SLDS.OSU.EDU; 098 BAKER HALL, 113 W. 12TH AVENUE.

Instructor commitment

Availability: I will be available to discuss course material and provide assistance with assignments. You will have carte blanche access to office hours, which you are encouraged to take advantage of. Please meet with me early/often if there any course issues, grading questions, or anything else you wish to discuss.

Grading: Considering the fast pace and building-block nature of the assignments, I will provide you with useful and timely feedback on all assignments/exams. The grades may fluctuate with the size and complexity of the assignment, but immediate feedback in terms of quality will be available through in-class discussion and office hours.

Presentation: I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. My role in this course is a facilitator: I am here to provide a framework and guide discussion, provide presentations, video clips, pictures, and exam review materials – all of the materials you need to succeed, but you still have to decide to work to use them. Think of me as the rumble strip and signs on a highway, but not as a tow truck.

Class schedule*

WEEK	DAY	DATE	TOPIC	CHAPTER	NOTES
01	W	8/21	SOCIAL PSYCHOLOGY introduction	1	VIDEO <i>How to practice effectively</i>
	F	8/23	METHODS IN SOCIAL PSYCHOLOGY		
02	M	8/26	Correlation and causation issues		VIDEO <i>Pros and cons of public opinion polls</i>
	W	8/28	Randomization and replication		
	F	8/30	THE SOCIAL SELF		
03	M	9/2	Labor day- no classes	3	Observational hypotheses
	W	9/4	The reflexive unconscious		
	F	9/6	The interpersonal being		
04	M	9/9	Finishing the self; SOCIAL COGNITION	2	
	W	9/11	Demonstration and discussion		
	F	9/13	Priming and schemas		
05	M	9/16	ATTRIBUTION	5	
	W	9/18	Attribution, continued and exam review		
	F	9/20	EXAM 1		
06	M	9/23	discussion and feedback		
	W	9/25	COGNITIVE DISSONANCE		
	F	9/27	Classic demonstrations		
07	M	9/30	scientific study report and discussion	4	Assignment and activity
	W	10/2	ATTITUDES AND PERSUASION		
	F	10/4	The two models		
08	M	10/7	Finishing attitudes	6	VIDEO <i>Why we love repetition in music</i>
	W	10/9	SOCIAL INFLUENCE		
	F	10/11	Autumn break - no classes		
09	M	10/14	Informational and normative		VIDEO <i>Should you trust unanimous decisions</i>
	W	10/16	The norms of social influence		
	F	10/18	Obedience		
10	M	10/21	GROUP PROCESSES	10	Assignment and activity
	W	10/23	Group polarization and groupthink		
	F	10/25	psychology: you live it and lost on the moon discussion		
11	M	10/28	exam review	7	
	W	10/30	EXAM 2		
	F	11/1	RELATIONSHIPS AND ATTRACTION		
12	M	11/4	HALO and relationship styles	11	VIDEO <i>Are good looking people jerks?</i>
	W	11/6	STEREOTYPING AND PREJUDICE		
	F	11/8	Origins and use		
13	M	11/11	Veteran's day- no classes	9	
	W	11/13	Stereotype maintenance		
	F	11/15	IAT and prejudice		
14	M	11/18	AGGRESSION	8	Considering careers
	W	11/20	Media and reduction		
	F	11/22	PROSOCIAL BEHAVIORS		
15	M	11/25	The five steps to helping		VIDEO <i>Would winning the lottery...</i>
	W	11/27	Thanksgiving Break - no classes		
	F	11/29	Indigenous Peoples' Day/Columbus Day - no classes		
16	M	12/2	Discussion and exam review		
FINAL	W	12/4	EXAM 3 10:20AM-11:15AM		

*Schedule is tentative and subject to change.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PSYCH 3325

Instructor: TBD

Summary: Introduction to Social Psychology

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Asynchronous or synchronous lectures. • Carmen discussion boards. • Tophat
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party utilities are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 2/1/21
- Reviewed by: Ian Anderson

Notes: This one is good to go!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>