

SOC 240 Social Psychology Summer 2011 Syllabus

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Office Location: B233E
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Course Description

Ever wonder how people arrive at their decisions and how those decisions impact the patterns of people's social lives? One of the fundamental elements of this course is to assist you to think about the dynamic interplay between individuals and society. Social psychology provides explanations in perspective of this complex relationship between how people live, why people live in a particular way and what difference culture and stratification (inequality) impact groups of people, institutions, and systems. The purpose of this course is to familiarize students with social psychology and provide knowledge and discourse for future study in specific areas of interest may be explored. Secondly, this course is designed to assist students with their skills in analysis and critique through exploration of sociological imagination, realities, and exploring the structure of society and the relationships of individuals relative to these socially constructed structures. The overall goal is to help students make sense of our social worlds using both quantitative and qualitative methodologies, and to better understand the behaviors of others as products of social structures and functions.

Required Course Materials

1. O'Brien, Jodi (2010). *The Production of Reality (5th Ed.)*. Pine Forge Press, and Imprint of Sage Publications: Thousand Oaks, CA.
2. Selected course materials and various readings provided by the instructor.
3. Other selected web resources provided by the instructor.

Course Objectives

- Develop an appreciation and understanding of the complexity of social psychology through the development of methods, and patterns of analysis used in social psychology.
- Build awareness and competence in recognizing adequacy of various sociological methodologies as used in the
- Employ system frameworks of analysis to social groups, both primary and secondary.

- Illustrate the pervasiveness of social issues through symbolic interaction in individual lives, groups, and institutions.
- Create an interactive learning environment where each participant creates, interacts with, and disseminates knowledge.
- Expose students to theoretical and methodological approaches to studying social psychology both quantitative and qualitative.
- Improve students' critical thinking skills including an ability to identify, evaluate, and engage with claims.
- Improve students' written and verbal communication skills and to work effectively in small groups.

Grading

<u>Description</u>	<u>Possible Points</u>
Reading Questions/Reflection Papers (9)	350
Discussion & Responses (12)	230
Essays (2)	120
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Total	700

Point and Grade Breakdown

700-630	A
629-570	B
569-490	C
489-420	D
329 <	F

Valuing Diversity and Cultural Competence

We recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, and ability. Differences provide us with opportunities to learn, grow, and change. We compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes lead to conflict, we ask everyone to assert language and attitude of respect, sensitivity, and awareness.

Students with Disabilities

Students with disabilities who have accommodation needs are required to meet with the Director of Disability Support Services for accommodation. Telephone: (425) 564-2498 or TTY (425) 564-4110. In addition, students are encouraged to review the syllabus with the instructor during the first week of the quarter.

If you need course adaptations or accommodations because of a disability; if you have emergency medical information that you want to share in case the building must be evacuated; please provide me with such information so that I may assist you.

Keep Copies of Your Work

Please keep an accurate and organized record of your work and in safe place until the end of the summer session. Whether you keep a paper copy or an electronic copy.

Academic Integrity

Students are responsible for upholding academic integrity and are expected to adhere to Bellevue Community College's policies on cheating, plagiarism, forged documents, forged signatures, submission of the same documents to different courses are prohibited, and may result in a failing grade in this course.

Class Participation and Discussion

This online class requires daily attention. For the duration of the summer session, your level of participation will determine your success. If you have appointments, or must attend to an emergency, please contact the instructor immediately so that appropriate accommodations can be made. **Communication is key.**

Each day of the work week, you will be expected to complete assigned readings before you engage in online discussion. You are expected to be actively and thoughtfully engaged in the online environment. This level of participation means you are sharing your informed insights and thoughts. If you have any questions, comments and/or concerns about online discussion, please contact the instructor. The following are some guiding principles.

1. Allow others to share their reasoned interpretations, analysis, and opinions of course materials even though you may disagree. Do not dismiss or belittle others' contributions. Be willing to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
2. Do not demean or diminish the experiences other people are willing to share in the class. We can ask individuals to share their experiences in a way that is respectful of the social pattern (i.e. are they typical? Unusual?).
3. Have a sense of humor about our social worlds—be willing to accept other people's blunders without assuming they are the same token, be mindful of inappropriate jokes, puns, and inappropriate innuendos.
4. Be committed to grow and learn about yourself. This includes a willingness to seriously read, study, and interpret course materials.

Critically engage with the reading materials. Characterizing readings as "boring", "difficult", or "stupid" is not critically engaging. If readings may be difficult and not as exciting as you would like, they offer evidence and analysis to help sharpen our understanding of the world. Research. Critically engaging with readings means identifying major claims, evaluating claims based on evidence and logic, and providing a thoughtful response to claims based on this analysis. This course requires that you make several postings throughout a discussion session. At least two other students minimum during a discussion posting session.

ONLINE DISCUSSION GRADING RUBRIC

Score	Quantity	Quality/Clarity	Quality/Clarity
16-20	The student engaged the discussion daily, posted significant responses more than two times each lesson discussion, and responded to others' postings. The student engaged in serious dialogue with classmates and faculty/teaching assistant.	The student used information and appropriate course vocabulary from the course readings and audio lectures; the student clearly articulated his/her points; the student's posting revealed a sophisticated thoughtfulness about the subject based on course materials.	The student built on, evaluated topics and with the clear integration of course materials.
10-15	The student posted at least twice on each lesson discussion. The student responded to a classmate's posting but there was no real dialogue.	The student utilized information and vocabulary from the required readings and audio lectures; the student's posting revealed a growing understanding of the topic based on course materials.	The student responded to an informed thought based on the topic and to comment on an attempt to critically evaluate or otherwise build on course materials.

5-9	The student posted once on each lesson discussion or the multiple postings were brief.	The student's postings were not fully thought out or well connected to the topic; the student did not adequately consider other postings or relevant course materials when posting their statements.	The student's responses showed inadequate comprehension of the topic; the student responded politely to fellow students.
1-4	The student posted once on each lesson discussion or the multiple postings were brief.	The student's postings were significantly undeveloped and unconnected to course materials. The student's postings were made with no regard to course materials or critical thought.	The student's responses showed inadequate comprehension of the topic; the student responded impolitely to fellow students and comments posted by fellow students.
0	You will get a score of zero if you do not participate in the threaded discussion by the required deadline.		

Essays

The purpose of the essays and literature critiques is to discuss the key points from the readings, lectures, and course materials to demonstrate your understanding of social psychology and various social phenomena. The goal is to measure your ability to summarize and analyze the key points of the lesson and articulate your thoughts informed by the course content. Do not simply reiterate or review each reading or lecture; instead, identify the key points of the lesson and provide your informed thoughts about them. Your goal is to demonstrate that you've engaged with the course content and your understanding of social psychology. Essays should be written in a formal style with an introduction and clear thesis statement (rather than the more typical of reflection papers). The depth of your essay should demonstrate the degree to which you've reflected on the course content and your social positions. The ideal length for your essay is approximately 800-1200 words (about two double-spaced pages) which should be well-organized.

In lieu of essays, students will be exposed to critiquing scholarly work. Essays should be no less than one typed single-spaced page and submitted by their respective due dates. **No late papers will be accepted.** Your papers should be composed of four concisely written paragraphs.

- **Paragraph 1** includes the identification of the major claim of the chapter, article or course materials.
- **Paragraph 2** includes the discussion of the major claim of the chapter, article, or course materials.
- **Paragraph 3** includes an evaluation and critique of the major claim. For example, does it contain any logic? What evidence is provided? Is the claim valid? What sources are cited?
- **Paragraph 4** includes your own response and opinion to the claim.

Reflection Papers

Reflection papers are just that—they are a reflection of your lived experience as it relates to the material in class. They are a way for you to voice your thoughts and wouldn't normally voice through in-class discussion or essays. Reflection papers should be well developed and carefully written (single-spaced) in length. **No late papers will be accepted.**

Quizzes

Quizzes are designed to test your knowledge and understanding of the course materials explored throughout the week. The quizzes will consist of the following: multiple choice questions, short answer, an essay portion, and reflection questions.

Extra Help

If you find yourself struggling with anything in this course, **please** make an appointment to see me immediately so we can address your needs during the duration of the course.

Reading Lab

The Reading Lab—located in A262—supports students to become better readers. Students can make use of the Reading Lab's resources and supports, by referral from an instructor, or by registering to work independently.

Writing Lab

The Writing Lab—located in A262—is a place for students to go for help with any writing assignment or project, for any genre, such as resumes or college application essays. In addition, students may use the lab as a study space or reference center. Students who come to the Lab may work with tutors one-on-one.