

SOC 240 Social Psychology Spring 2011 Syllabus

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Office Location: B233E
Office Hours: By Appointment Only

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 knowledge of terms, concepts, assumptions, methods, and patterns of analysis used in social psychology.
- Build awareness and competence in recognizing adequacy of various sociological methodologies as used in the social and behavioral sciences.
- 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 and lived experience.
- Expose students to theoretical and methodological approaches to studying social psychology both quantitatively and qualitatively.
- 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

Description	Possible Points
Reading Questions/Reflection Papers	300
Discussion & Responses	220
Quizzes	80
Essays	100
Total	700

Point and Grade Breakdown

550-495	A
494-440	B
439-385	C
384-330	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 new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that 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 met with the Director of Disability Support Services (in Room B132) to establish their eligibility for accommodation. Telephone: (425) 564-2498 or TTY (425) 564-4110. In addition, students are encouraged to review their accommodation requirements with each 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 to share with me; if you need special arrangements 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. When you turn in a paper, be sure you keep either 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 academic policies and procedures. Violations such as cheating, plagiarism, forged documents, forged signatures, submission of the same documents to different courses are serious violations, will be reported to BCC administration, 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

overall grade. If you are sick, have appointments, or must attend to an emergency, please contact the instructor immediately so that appropriate accommodations can be made for you. Remember, **communication is key**.

Each day of the work week, you will be expected to complete assigned readings before you engage in online discussion. In addition to your online participation, it is also expected you will be actively and thoughtfully engaged in the online environment. This level of participation means you actively listen to others, you are attentive, and 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 with them. We can ask individuals 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 conceptualize their experience within a larger 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 intentionally trying to be offensive. By 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 empirical and anecdotal information.

Critically engage with the reading materials. Characterizing readings as “boring”, “difficult”, or “stupid” is not critically engaging with the materials. While some of the readings may be difficult and not as exciting as you would like, they offer evidence and analysis to help sharpen our understanding of social psychology as well as research. Critically engaging with readings means identifying major claims, evaluating claims based on evidence and logic, and developing a sociologically informed and thoughtful response to claims based on this analysis. This course requires that you make several postings throughout a discussion posting session. You must respond to at least two other students minimum during a discussion posting session.

ONLINE DISCUSSION GRADING RUBRIC

Score	Quantity	Quality/Clarity	Quality/Critical Thought
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, synthesized, and critically evaluated topics and the comments of fellow students with the clear integration and aid of readings and 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 professionally and with informed thought based on course materials to the topic and to comments of fellow students. There was an attempt to critically evaluate, synthesize, or otherwise build on comments made by others or 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 reflected their reading and adequate comprehension of course materials and they responded politely to the topic and comments posted by 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 reflected inadequate comprehension of course materials and/or they responded impolitely or with little thought to the topic and comments posted by fellow students.

- 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 and how they increased your awareness and understanding of social psychology and various social phenomena. The goal is to measure your ability to summarize and synthesize materials from all of the modules in this lesson and articulate your thoughts informed by the course content. Do not simply reiterate or review each reading or lecture. Instead, identify the overarching central points of the lesson and provide your informed thoughts about them. Your goal is to demonstrate that you've engaged with the material and developed your understanding of social psychology. Essays should be written in a formal style with an introduction and clear thesis rather than in a free-flowing journal-like style (more typical of reflection papers). The depth of your essay should demonstrate the degree to which you've reflected on the class material and your own understanding and social positions. The ideal length for your essay is approximately 800-1200 words (about two double-spaced pages) which means you will have to be concise, clear, and 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 in length. All essays are due on or before 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 were the assumptions? Are the assumptions 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 another venue to voice your concerns that you wouldn't normally voice through in-class discussion or essays. Reflection papers should be well developed and carefully constructed and should no less than two pages (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. Quizzes may include a combination of any 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 are able to set you up for success throughout 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 services by enrolling in a class which the lab 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 BCC class in any discipline or for personal needs such as resumes or college application essays. In addition, students may use the lab as a study space or reference center. Tutors are available at all times, and students who come to the Lab may work with tutors one-on-one.