

Syllabus for PSYCO 241: Social Psychology  
Section A1  
Spring 2019

**Instructor:** Jennifer Passey, Ph.D. *Office:* BSP 341  
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*Email:* [jpassey@ualberta.ca](mailto:jpassey@ualberta.ca) (Please put PSYCO 241/Social Psychology in the subject line, and use your ualberta email address for all emails – also see email etiquette policy below)  
*Office Hours:* During class time on Mondays from 3:00pm-4:30pm, and Wednesdays from 3:00pm-4:30pm  
*Online Office Hours:* Wednesdays from 8:30-9:30pm through chat feature on eClass.  
*Course Website:* Go to eClass, accessible on the University main page  
*Preferred Pronouns:* She/Her;  
 Dr. Passey is a Safe Spaces Resource Person.

**Class Location:**  
BSM 149

**Class Times:**  
MW 1:30-4:30pm

**Required Text:**

Aronson, E. (2018). *The social animal* (Twelfth Edition). New York, NY: Worth Publishers.  
*Note:* Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

**Prerequisites:**

PSYCO 104 or SCI 100, and PSYCO 105 (or equivalent as approved by the Psychology department). Students who have not completed this prerequisite will not be given credit for completing PSYCO 241.

**Important Dates:**

First Day of Class:	May 6 <sup>th</sup>
Add/Delete Date:	May 9 <sup>th</sup>
50% Withdrawal Date:	May 21 <sup>st</sup>
Withdrawal Date:	June 5 <sup>th</sup>
Last Day of Class:	June 12 <sup>th</sup>
Final Exam Date:	June 14 <sup>th</sup> (at 11:30am)
Date of Deferred Final Exam:	July 11 <sup>th</sup> (at 9:00am)

**Course Description and Learning Objectives:**

Social psychology is the scientific investigation of how peoples' perceptions and behavior are influenced by their social environment. The objective of this course is to introduce the science of social psychology, highlighting the most influential theories and research in the field. I will present the course material on various topics arranged under six themes, as follows:

- Social psychology is a science (and common sense beliefs are often wrong)
- The social context impacts our behavior, often in ways we don't anticipate

- Others use direct and subtle methods to influence our behavior
- Our perceptions and judgments of others are often biased
- The self is socially influenced, and biased
- Our interactions with others are more complicated than we might expect

**Please note:** In this course, we will discuss several examples of social behavior that are unpleasant and/or controversial (e.g.s, aggression and violence, stereotyping/prejudice, deception, obedience and conformity, politics, coercion, manipulation, conflict and divorce, gender roles, evolutionary psychology, and false eyewitness identification). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable, or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomfoting.

By the end of the term, you will have the skills to:

- (1) Identify and describe the core principles and phenomena in social psychology,
- (2) Interpret, critically evaluate, and discuss scientific research in social psychology,
- (3) Create new research questions in this area of research,
- (4) Clearly and concisely communicate scientific results to others through written assignments and demonstrations or discussions, and
- (5) Apply the findings from social psychology to experiences from your daily life.

### **Class Schedule:**

I will present this course in a **blended format**, which combines online and face-to-face delivery of the material. In this approach, I will deliver most of the content online through recorded lecture modules and videos, and will devote the in-class time to demonstrations, discussions, activities, and assignments. For this course, we will meet twice per week for 1.5 hrs. per class, rather than the full 3 hrs. per class. I will hold office hours for the remaining 1.5 hrs. of class time. Students will be responsible for reviewing all recorded lecture modules, videos, and required readings on their own time (i.e., outside of the in-class time). **This means you will be responsible for a great deal of the content on your own.**

The purpose of the recorded lectures and videos is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about social psychology, much of it in the text but not all. In class, I will also be using demonstrations, discussions, activities, and assignments to supplement the lecture and text materials. **I may test students on any of this material, in addition to the material in the text, other readings, and lectures.**

If a student misses an in-class session for any reason, they are strongly encouraged to a) meet with another student to go through the details of that day's activities, and b) to attend office hours with the instructor to go over any questions or to clarify anything regarding the missed material. Just because I haven't explicitly covered a topic in the lecture modules doesn't mean that I won't test it on the final exam. Students should complete the readings, lecture modules, and videos before attending the in-class sessions.

The schedule for the course, including the reading assignments, as well as the homework assignment, quiz, final exam dates is as follows:

Dates	Class session #	Topic Block	Readings and due dates
May 6-8 <sup>th</sup>	1 & 2	Orientation to the course/ Block #1: Social psychology is a science (and common sense beliefs are often wrong)	Aronson Ch. 1 & 9; Classic social psychology paper; Quiz due May 9 <sup>th</sup> Homework due May 10 <sup>th</sup>
May 13-15 <sup>th</sup>	3 & 4	Block #2: The social context impacts our behavior, often in ways we don't anticipate	Aronson Ch. 2; Quiz due May 13 <sup>th</sup> Homework due May 17 <sup>th</sup>
May 20 <sup>th</sup>	-	<b>Classes cancelled (Victoria Day)</b>	-
May 22 <sup>nd</sup>	5	Block #3: Others use direct and subtle methods to influence our behavior  <b>Note: We have class for the full 3 hrs. for this session to make up for the missed session on Victoria Day</b>	Aronson Ch. 3; Quiz due May 22 <sup>nd</sup> Homework due May 24 <sup>th</sup>
May 27 <sup>th</sup> – 29 <sup>th</sup>	6 & 7	Block #4: Our perceptions and judgments of others are often biased	Aronson Ch. 4 (up to page 167) & 7; Quiz due May 27 <sup>th</sup> Homework due May 31 <sup>st</sup>
June 3 <sup>rd</sup> – 5 <sup>th</sup>	8 & 9	Block #5: The self is socially influenced, and biased	Aronson Ch. 4 (remaining pages) & 5; Quiz due June 3 <sup>rd</sup> Homework due June 7 <sup>th</sup>
June 10-12 <sup>th</sup>	10 & 11	Block #6: Our interactions with others are more complicated than we might expect	Aronson Ch. 6 & 8; Quiz due June 10 <sup>th</sup> Homework due June 12 <sup>th</sup>
June 14 <sup>th</sup>	-	Final Exam	11:30am-1:30pm

\* The instructor reserves the right to make changes to this schedule as the course progresses.

**A note about cancelled classes:** If the instructor needs to cancel class for any reason, the schedule above may be adjusted. Material that would usually be covered in class may be recorded in a video lecture module that the students will then watch through eClass, and then in-class assignments and activities may be covered either a) on an alternate day when the instructor returns to class, or b) may be completed by the students on their own, and then shown to or emailed to the instructor for attendance and/or assignment marks. Students will be notified of the cancelled class, and plan for the rearranged schedule via email, as well as the announcements section of eClass.

### Evaluation:

Final Exam*	Covers all topics, readings, activities, etc.	35%
Quizzes	Total (best 5 of 6 quizzes)	25%

Attendance	Total	5%
In-class Activities	Total (best 8 of 10 class sessions)	15%
Homework Assignments	Total (best 5 of 6)	20%
GRAND TOTAL		100%

**Final Exam (worth 35%; see learning objectives #1 and 2):**

**Students are responsible for all lecture modules, videos, text or assigned readings, and the course website material. In addition, I may test on any content covered in a demonstration/activity completed in class, or any homework assignment.** Thus, attending class and watching the modules is essential to success in this course. The instructor will not answer questions regarding what content the students should focus on for the exam. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Previous exams for this course are not available to the students. However, there are several resources available to the students for assistance in preparing for the exams. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly in-person and online office hours for the instructor.
3. The questions asked in the online Quizzes (see section below) will similarly give the students an indication of some of the text material that the instructor may test on the exam.
4. I will make a list of key questions that the students should be able to answer regarding each lecture block available on the course website. These questions (or the answers to them) may appear as components of the questions on the exams.
5. The in-class participation activities and homework assignments will also give students an indication of some of the material that the instructor may test on the exams.
6. PeerWise: Creating your own multiple choice practice questions can be a very effective way of learning the course material and preparing for tests. PeerWise is a website that enables you to easily share questions that you (or perhaps your study group) have created for the course, so that everyone in the class can pool their questions and benefit from the additional practice! The PeerWise Course ID for our class is: **19204**. You will also need to know your **student number** to register (this prevents students who are not in our class from entering the course). **Good quality questions may appear on your next exam!**  
Website: [https://peerwise.cs.auckland.ac.nz/at/?ualberta\\_ca](https://peerwise.cs.auckland.ac.nz/at/?ualberta_ca)
7. If you would like to join a study group for this course, please email Dr. Passey and she will put you in touch with other interested students.

Your student photo I.D. is required at the exam to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Students must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn.

The final exam (worth 35% of the final grade) will be 2 hours long and will consist of some combination various types of questions, possibly including, but not limited to: multiple choice, matching, true-or-false, definitions, and short- or long-answer questions. I've attached examples of potential questions to this syllabus; other examples will be provided throughout the term (see quizzes and the list of key questions referred to above). The final exam will cover material from the entire course. **The final exam is scheduled by the University exams office, and has a**

**tentative date of Friday June 14<sup>th</sup> at 11:30am (WARNING:** Students must verify this date on BearTracks when the Final Exam Schedule is posted).

The emphasis of the exams will be on conceptual, application, and analytical questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; (c) be able to recognize it in the real world; (d) identify differences, and compare and contrast similar concepts. Students should also be familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

**Quizzes (worth 25%; see learning objectives #1, 2, and 5):**

Completing the readings and online lecture modules and videos is essential to the functioning of this course; therefore, participation is worth **a considerable portion** of the final grade. **Students will complete 5 of 6 possible online quizzes over the course of the term.** These quizzes will make up 25% of the final grade. These quizzes consist of 15 multiple-choice questions regarding the material covered in the textbook readings, videos, and lecture modules for each topic block of the course. Students will complete these quizzes through the appropriate “Quizzes” function on eClass. Once the student has begun the quiz, they will have **30 minutes to complete** it, with only one attempt allowed per quiz. **Due dates for these quizzes can be found on the course schedule above and on eClass.** Quizzes will generally coincide with the introduction of a new topic in the course. **Quizzes must be completed and submitted by 1:00pm on the given due date. Late quizzes will not be accepted for any reason.** The instructor will go over how to complete these quizzes during class, and instructions can be found on eClass. **It is the student’s responsibility to ensure that they know how to access and complete these quizzes, and that they do so by the due date.** Quizzes will be grade out of 15 points (1 per question). If students have questions about their performance on these quizzes, they should see the instructor during office hours. Because there are 6 quizzes, but students are only responsible for doing 5, this means that students can miss 1 quiz (for whatever reason) without their grades being affected. It also means that if they receive a poor mark on one quiz, they will have the opportunity to make it up by completing the additional quiz, and therefore not have the poor mark count. The best 5 quiz marks for each student will count towards this 25% of their grade.

**Class Attendance (worth 5%; see learning objectives #1 and 2):**

Throughout the term students will earn attendance points for attending class. Attendance will be **assessed during 11 class sessions**, and students will be allowed to **miss any 2 sessions** for any reason. The total attendance (out of 9) will count for this **5%** of the student’s grade.

**In-Class Activities (worth 15%; see learning objectives #3, 4, and 5):**

Active class discussion and participation in activities is essential to the functioning of this course (i.e., a core competency); therefore, participation is worth **a considerable portion** of the final grade. Throughout the term students will be participating in individual and group activities, demonstrations, and exercises in class. Students are expected to contribute meaningfully (thoughtful, relevant, critical comments) to class discussions and participate in demonstrations and other activities. Whereas mere attendance is not enough to get a good grade for this component, it is imperative in that a student cannot participate if they are not present. Students should complete the readings, lecture modules, and videos carefully and critically before class.

The instructor will use random assignment to determine team members for group activities before each in-class session. At the end of the activity, the instructor or TA will make an assessment/ranking of each group's work for that assignment/activity (out of 5), and all team members will receive the same score. **Performance on the class activity (for 10 sessions)** will reflect a combination of absolute and relative performance, on roughly the following scale:

**0 = Absent**

**2 = Satisfactory, but below average:** The group did not complete all components of the task; or, the group completed the task, but made several or significant errors in interpreting, demonstrating, applying, or analyzing the course content; or the group's performance on the task was below average.

**3 = Good but improvable, or average:** The group completed the task with minimal or minor errors in interpreting, demonstrating, applying, or analyzing the course content; or, the group's completion of the task did not involve much creativity or insight; or, the group performance on the task was average.

**4 = Very good, or above average:** The group completed the task without making any errors in interpreting, demonstrating, applying, or analyzing the course content; or, the group's completion of the task demonstrated understanding of the concepts that surpassed most of their peers; or, the group performance on the task was above average, involving significant creativity and insight.

**5 = Excellent, or top of the class:** The group completed the task demonstrating superior interpretation, demonstration, application, or analysis of the course content; or, the group's completion of the task demonstrated understanding of the concepts that exceeded the instructor's expectations; or, the group performed the best out of all of the groups, and demonstrated outstanding creativity, insight, and understanding of the concepts.

Students who miss an in-class session (for whatever reason), or who are fired by their group members for failing to contribute to group tasks, will receive a zero for that session. I will total across all in-class sessions and drop **the 2 lowest scores** (out of 10 sessions). The resulting total **will count towards this 15%** of the student's grade.

### **Homework Assignments (worth 20%; see learning objectives #4 and 5):**

Students will complete **5 of a possible 6 written homework assignments**. Students will complete one homework assignment option for each course topic block, in which they choose 1 of 2 homework assignment options. These options usually address similar concepts or phenomena, but in slightly different ways. I will only allow students to submit one option per assignment; that is, students cannot make-up previous missed assignments by completing both options for future assignments. Should students ignore this instruction and complete both options for a homework assignment, I will choose one option at random and the grade for that option will count.

The marks for the best 5 homework assignments for each student will be averaged and worth 10% of the final grade. Because the lowest grade of the 6 assignments will be dropped, this means that students will be permitted to miss 1 assignment (for whatever reason) without it affecting their grade. It also means that if they receive a poor grade on 1 assignment, they will have the opportunity to do better by completing the 6<sup>th</sup> assignment. Students who fail to submit assignments early on and then encounter a legitimate medical or other problem later will suffer for their earlier decisions to not submit assignments. Obviously, the best approach is to write 5 assignments as soon as possible.

**Students must save and submit their assignment as a .pdf, an .rtf document, a .doc document, or a .docx document. Assignments submitted in other formats will not be graded.** It is your responsibility to ensure that your assignment has been submitted in one of the approved formats. The format and word/page limits will differ by assignment, but **students who go over the word/page limit will lose marks!** Students who go over the page limit by 100 words or less will have 1 point deducted (e.g., lose 1 point out of 10; even for going over by only 1 word). Likewise, students who go over the page limit by 101-200 words will have 2 points deducted, and so on.

Students will submit their assignments through the appropriate assignments function on the course website. The instructor will go over how to submit these assignments during class, and instructions can be found on the course website. **It is the student's responsibility to ensure that they know how to submit these assignments.** Due dates for these assignments can be found on the lecture outline, and on the calendar on the course website. **Assignments must be submitted by 11:55pm on the given due date. No late assignments will be accepted for any reason.** These assignments should be graded within 1 week of the deadline, and these grades will appear on the course website. If students have questions about their assignments and how they have been graded, they should see the instructor during office hours.

**I will assess performance on the assignments,** reflecting a combination of absolute and relative performance, on roughly the following scale:

**0 = Incomplete:** either did not submit the assignment, submitted it in an incorrect format, or attempted to submit the assignment late.

**2 = Satisfactory or below average:** submitted the assignment, but portions of the instructions were ignored or misunderstood; or the submission reflected a difficulty understanding or communicating the relevant concepts or phenomena; or the writing of the submission was below average quality in terms of creativity, insight, or writing style.

**3 = Good but improvable, or average:** submitted the assignment, and followed the instructions, but while the content was relevant to the topic, it did not involve much creativity or insight, or could have been expressed more clearly; or the submission was relatively typical of the average student.

**4 = Very good, or above average:** submitted the assignment, following all of the instructions, with content was relevant, creative, insightful, and clearly expressed; or the submission was above average relative to other students.

**5 = Excellent, or top of the class:** submitted the assignment, following all of the instructions, with content was relevant, as well as superior to most others in creativity, insight, clarity of expression, and understanding of the concepts.

### **Policy on Late Work:**

I will not accept late quizzes, assignments, or participation exercises for any reason.

There will be **no make-up work** for this course. This means that students who fail to submit assignments, or who do poorly on any component of the course, will not be able to make up these points via any other means.

### **Grades:**

Final grades will be reported using letter grades. **This is NOT a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage

total for each student. The instructor will convert these percentages into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. In-class assignment, attendance, homework assignment, quiz, and final exam grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. The final exam will not be returned to the students. Grades are unofficial until approved by the Department and/or Faculty offering the course.

### Web Content:

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of incomplete lecture slides, recorded lecture modules, videos, and an electronic discussion area for course questions. Other than for the first week of class, I will post the lecture slides, videos, and modules 1 week before we start the relevant block to give students time to review the materials before the relevant in-class sessions. Students should keep in mind that the posted lecture slides will be incomplete on purpose to encourage viewing of the modules. **That is, some of the definitions, descriptions, and examples discussed during the lecture modules will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, or video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture slides, these activities will not be a sufficient alternative for watching the lecture modules.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 241 course material only. I will delete messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 241 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students’ questions tend to be similar, **students should post questions on the course website message board rather than emailing me directly.** I will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during office hours.

Unless otherwise advised of a scheduled absence, I will acknowledge all queries posted on the message board within 1 working day. **If students do email questions that they should have posted on the message board, I will ignore the email.** The posted questions should be as specific as possible so that I can make an appropriate response quickly. Students who post vague,



nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what external validity is”) will be encouraged to attend office hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture modules before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor will not result in the message being responded to more quickly; this will only result in irritation for the instructor.

***Note on email etiquette:* In writing any email to the instructor, the student will be required to include the following information if they desire a response:**

1. The **student’s first and last name.**
2. Their **student ID number**
3. The **course number.**

**Failure to include this information may result in the email going unanswered.** The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or fellow students that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

#### **Additional Considerations:**

***Office Hours:*** The instructor welcomes and encourages students to attend office hours. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exam.

***Absence From Class or Exams, and Missed Work:*** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

***Note:*** In this course, I already allow students to miss a certain number of quizzes, homework assignments, and in-class sessions and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of quizzes, homework assignments, or in-class sessions, then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write the final exam as scheduled; see above for the tentative date. **For an excused absence where the cause is religious belief,** a student must contact the instructor(s) within three days of the start of Spring or Summer classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or**

**exams is a privilege and not a right**; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Students have access to their final exam schedule through Bear Tracks and on the Registrar's website will in advance. Multiple exams and closely scheduled final exams is not a valid excuse for a deferral of one or more final exams. A student who **cannot write the final examination** due to incapacitating illness, severe domestic affliction or other compelling reasons **can apply through their Faculty Office for a deferred final** examination. Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be **made to the student's Faculty office** within two working days of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Calendar section 23.5.6). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday July 11<sup>th</sup> at 9:00am (location TBA)**.

**Missing a significant portion of the course work will result in a "1" being applied to your final letter grade on your transcript** (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Had an unexcused absence from the final exam, and/or
2. Did not complete at least 1 homework assignments (i.e., completed 0 out of 6 assignments), and/or
3. Did not complete at least 1 quiz (i.e., completed 0 out of 6 quizzes), and/or
4. Did not attend half (or more) of the in-class sessions (i.e., attended 5 or fewer in-class sessions out of 10).

Re-Marking: If you believe that there is a grading error for one of your assignments, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular portion of the lecture modules). Students will submit completed forms to the instructor via email, whose decision will be final. Any requests for reviewing or remarking any assignments must be received before the end of the last day of classes (i.e., by 5pm on June 12<sup>th</sup>).

Students Eligible for Accessibility-Related Accommodations: Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) for further information.

Classroom Etiquette: Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note**: Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment: The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and

harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

*The Academic Success Centre: (1-80 SUB):* The [Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

*The Centre for Writers: (1-42 Assiniboia Hall):* The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

*Health and Wellness Support:* There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

*Office of the Student Ombuds:* The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

*Disclaimer:* Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

*Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.*

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## Sample Exam Questions:

### Sample Multiple Choice Questions:

1. The turkey chick's "cheep" sound, the male robin's red breast feathers, and the fire fly's mating blink are all examples of \_\_\_\_\_. That is, each *is* one tiny aspect of the total stimulus that causes a "click, whirr" response.

- (a) Fixed-action patterns
- (b) Trigger features
- (c) Mimics
- (d) Judgment heuristics

2. In a study by Langer, Blank, and Chanowitz (1978) a requester asked subjects to allow him to cut in front of them in line to make 5 xerox copies. One group of subject received no reason for the request. A second group received a good reason, "because I'm in a rush." A third group received a trivial (placibic) reason, "because I have to make some copies." What happened?

- (a) Only the group getting the good reason complied more than the group getting no reason.
- (b) Only the group getting the trivial reason complied more than the group getting no reason.
- (c) Both of the groups getting a reason of either sort complied more than the group getting no reason.
- (d) All of the groups complied about equally.

### Sample Short Answer Questions:

1. The "Werther Effect" has been used to contradict the findings that "suicides" increased after a news story highlighting a suicide was published.

- a. True
- b. False

2. In class we discussed Social Impact Theory and the Social Influence Model. What does each perspective claim about the relationship between group size and conformity?

3. Examine the coupon printed on the previous page. Discuss how the *scarcity* principle is being used in the coupon.

4. Match the researcher listed on the left to the study, theory, or phenomenon on the right. Indicate your answers by drawing a line from the researcher to the study, theory, or phenomenon.

- |                    |   |
|--------------------|---|
| a) Bibb Latane     | i. Elaboration likelihood model         |
| b) Robert Cialdini | ii. "Social norms on littering" studies |
| c) Muzafer Sherif  | iii. Bystander intervention             |
| d) Richard Petty   | iv. Autokinetic effect                  |

### Sample Long Answer Questions:

1. What is the group polarization phenomenon? List and describe three explanations for why it occurs.

2. In class we discussed deindividuation and social loafing as two outcomes of group influence. What are deindividuation and social loafing? What are their effects and how might they be minimized?