



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Social Psychology

Course Prefix and Number – PSYC 2319

Department – Psychology

Division - SOC

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course – 3.0

Course Catalog Description - Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes. Cross-listed as SOCI 2326.

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| List Lab/ Other Hours |
| Lab Hours |
| Clinical Hours |
| Practicum Hours |
| Other (list) |

Prerequisites/Corequisites - THEA reading and writing requirements met; SOCI 1301, PSYC 2301, or PSYC 2315 recommended.

Approvals – the contents of this document have been reviewed and are found to be accurate.

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|---------------------------------------|---------------|-----------------|
| Prepared by Jon K. Loessin | Signature | Date 9-21-07 |
| Department Head Rebecca Helms McElroy | Signature | Date 9/25/07 |
| Division Chair G. G. Hunt | Signature | Date 9-24-07 |
| Vice President Ty Pate | Signature | Date 10-5-07 |



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Any introductory course in social psychology should include minimally the following topics and/or material:

- A comparative overview of the major theoretical perspectives and classical statements within the realm of social psychology
- A review of the basic research methods and design for collecting data and conducting data analysis in social psychology
- An understanding of the significance of symbolic communication and language between individuals and groups including body language, signs, symbols, and gestures
- The development of an understanding of social cognition schemas, attribution theory, stereotypes, prejudices, and racist/sexist attitudes
- The development of an understanding of the symbolic interactionist perspective on the development of the self, identity, dramaturgy, impression management, perception, and generally, the social construction of reality
- An overview of the development of attitudes and attitudinal change
- An overview of the social-psychological perspectives on altruistic and pro-social behavior, apathy, helping/hurting behavior, anger and frustration, compassion/aggression, catharsis, reciprocity, and communication/miscommunication
- The development of an understanding of group cohesion and conformity, group structure and interaction, inter-group conflict, and social control
- The development of a practical understanding of collective behavior and social movements, peer pressure and conformity, the phenomena of social contagion, and the role of power, authority and group leadership in guiding individual behavior
- A critical examination of the role of the mass media (including celebrities and other persons of influence) in influencing individual and group beliefs and behaviors
- A critical examination of the concepts of belonging, loneliness, detachment, and grief as it applies to individual needs.
- The study of territoriality and group boundaries, gender roles and identities, individual and group attractions
- The examination of practical applications and analyses using social psychological principles including such situations as jury selection, environmental concerns, health-related phenomena, and dynamic situations (and their perceptions) involving fear and risk-taking behavior
- A cross-cultural comparison of social-psychological phenomena and the probable causes of differences in such phenomena across cultural divides

II. Course Learning Outcomes

| Course Learning Outcome | Method of Assessment |
|--|---|
| <ol style="list-style-type: none"> 1. Distinguish between social psychology and other social sciences and how social psychology differs from psychology and sociology. 2. Demonstrate conversance with concepts from the social-psychological perspective and apply these concepts in the appropriate contexts. 3. Compare and contrast the various research methodologies used by social psychologists including ethical considerations. 4. Illustrate how sociopsychological conditions can dramatically affect the behavior of virtually any person. 5. Analyze the process by which the self develops, utilizing one or more theories of self. 6. Analyze the role of social influence on the acquisition and change of attitudes as well as its effects on behavior and human action and reaction. 7. Examine the process of making persuasive appeals, including an explanation of those factors which determine their successes or failures. 8. Compare and contrast the various theories of aggression. 9. Define the concepts of prejudice, apathy, helping, and others and describe the major sources of these phenomena. 10. Examine the attribution process in terms of actor-observer perspectives on the causes of behavior, including an explanation of the role that bias plays in the process. 11. Define attribution, personal attributions and situational attributions. 12. Explain the processes of interpersonal attraction, collective behavior, fear and risk, and the group development processes in general, utilizing comparatively varying theories and/or models. | <ol style="list-style-type: none"> 1. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 2. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 3. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 4. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 5. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 6. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 7. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 8. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 9. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 10. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 11. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam 12. Lecture quiz, written term paper/project, other departmentally-approved methods, and/or mastery of the related subsection of the departmental end-of-course assessment exam |

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Aronson, Elliot (with Akert and Wilson). Social Psychology (6th edition). Prentice-Hall, 2008.

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Audio-visual technology for projecting high volumes of visuals, TV/VCR/DVD, Power Point, and other integrated course learning tools, classroom internet connection helpful.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

For research papers, semester projects, essay exam questions, or other written learning components required by individual instructors as part of the course requirements, the following grading rubric will apply to assess learning and for grading of the assigned project:

I. The assignment will have been based on a relevant topic or exercise related to the course goals included in this syllabus and in general (to incorporate the use of critical thinking/reasoning) , to the subject matter of the course and such assignment will have been of sufficient length (and research/writing effort) to merit the status of a major graded assignment and thereby, students will be expected to fulfill the spirit of the assignment in a professional and conscientious manner, and will be scored by the instructor taking the following grading criteria into account in determining the final grade of the assignment:

- a. fulfillment of the goals, requirements, and or other criteria required by the assignment
- b. correctness in following all instructions established by the assignment, including the format, documentation form, required length, numbers of sources, and so forth previously established by the instructor in making the assignment
- c. correctness in spelling, grammar, paragraph structures, abbreviative forms, etc. with thesis statement and supporting paragraphs/sections appropriate to the assignment.
- d. writing style commensurate to first or second year college students
- e. adherence to other assignment particulars and details as stated at the time of the assignment

II. Any deadlines, due dates, or late work policies established for the assignment by the instructor will be used without exception in the final grading of the assignment.

III. Some form of the written component examples included in this section (Section I above) are required by each instructor to fulfill the learning goals and objectives of this course and the grade from the written exercise(s) will be included as a major grade for each student enrolled without exception. The grade on the written component described herein may not be excluded in the calculation of the student's final grade for the course. Written components of this course should normally account for at least 20% of the student's final grade.

IV. Reading assignments, both of the required textbook and/or outside readings are required of students and information from such readings will be included to a significant degree on the learning assessment methods used in the course.

V. Class attendance, papers/projects, exams, discussions, presentations, and other learning assessments may all be used in determining the final grade for the course in proportions determined by the individual instructor with suggestions/requirements in mind from previous subsections of this section. A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment – 25%

1 comprehensive end-of-course exam 25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist