



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 / SOCI 2326

Department – Psychology/Sociology

Division – Behavioral/Social Sciences

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.

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

Prerequisites/Co requisites - 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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Division Chair: G. G. Hunt	Signature: <i>G. G. Hunt</i>	Date 8-22-12
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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
1. Distinguish between social psychology and other social sciences and how social psychology differs from psychology and sociology.	1. Section exam and/or research topic
2. Demonstrate conversance with concepts from the social-psychological perspective and apply these concepts in the appropriate contexts.	2. Section exam and/or research topic
3. Compare and contrast the various research methodologies used by social psychologists including ethical considerations.	<u>3</u> . Section exam and/or research topic
4. Illustrate how sociopsychological conditions can dramatically affect the behavior of virtually any person.	<u>4</u> . Section exam and/or research topic
5. Analyze the process by which the self develops, utilizing one or more theories of self.	5. Section exam and/or research topic
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.	6. Section exam and/or research topic
7. Examine the process of making persuasive appeals, including as explanation of those factors which determine their successes or failures.	7. Section exam and/or research topic
8. Compare and contrast the various theories of aggression.	8. Section exam and/or research topic
9. Define the concepts of prejudice, apathy, helping, and others and describe the major sources of these phenomena.	9. Section exam and/or research topic
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.	10. Section exam and/or research topic
11. Define attribution, personal attributions and situational attributions.	11. Section exam and/or research topic
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.	12. Section exam and/or research topic

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

Duff, Kimberley J. (2012). **THINK Social Psychology**. Pearson. Allyn & Bacon

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13 978-0-205-01354-8

IV. Suggested Course Maximum – 30/35

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

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in social-psychology, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, readings, video, and the students own research.

Reading assignments are mandatory and include the text, outside readings, and research as assigned.

Students may be required to complete a research paper or other written assignment, using online technology, the text, and/or recent research which will encourage the use of related, relevant, and current material. Written work may also be required in the form of essay questions on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze, apply, and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Understanding of basic research methodology in social psychology
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests and departmental final assessment

The grading rubric for all tests, papers, and projects will approximate as follows:

90% to 100%=A
80% to 89%=B
70% to 79%=C
60% to 69%=D
Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on essay type questions using critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on essays or research paper

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

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**

If needed, revise the Program SCANS Matrix & Competencies Checklist.