

# SOC/PSY 343: Social Psychology II—Social Relationships & Groups Spring 2022 Syllabus

Portland State University – fully online

**\*\*Course materials will typically be available on Canvas one to two weeks before they are due. If you hoped to work ahead more than this, this is not the course for you.\*\***

## PEOPLE

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**Instructor.** Dara Shifrer, Associate Professor of Sociology, dshifrer@pdx.edu  
Office hours: Thursdays 1p-2p (<https://pdx.zoom.us/j/86778287773>) or by appointment (dshifrer@pdx.edu)

**Teaching Assistant.** Kaz Seko, Sociology graduate student, kseko@pdx.edu  
Office hours: By appointment in a virtual meeting room

### Asking questions:

- **Step 1:** Check to see if your question has been answered in the syllabus or in the Canvas discussion thread “Student Questions.”
- **Step 2:** Post your question in the Canvas discussion thread “Student Questions.” Your question can be answered by classmates, myself, or the TA. Class communication will become more efficient as classmates with the same question benefit from your post.
- **Step 3:** If your question is personal or you do not receive an answer after 24 hours on the Canvas discussion thread, email me at [dshifrer@pdx.edu](mailto:dshifrer@pdx.edu). If you email me through Canvas, I cannot guarantee a response within 24 hours.

## LEARNING GOALS

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This 4-credit course is the second of a two-term sequence of courses that deals with the concepts, issues, theoretical perspectives, and research approaches used in Social Psychology. The emphasis of this course is on group influences, aggression, helping, attraction, intimacy, and prejudice. An introductory course in either Sociology or Psychology is a prerequisite for this course.

- Understand key social psychological concepts
- Apply social psychological concepts to everyday life and future careers
- Develop critical thinking and writing skills
- Evaluate social psychological and sociological information in media and popular culture
- Prepare for higher level sociological and psychological courses

## REQUIRED MATERIALS

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**Textbook:** *Social Psychology* by David Myers (Editions 11, 12, or 13). There is also an ebook version available from McGraw-Hill (mhhe.com) through their ReadAnywhere app (myebooks.mheducation.com) – they claim it is more affordable than the physical copy of the text; be sure to use the same username and password on McGraw-Hill’s Bookshelf site as you do ReadAnywhere so you have full access to your account.

**Movie or TV show:** The final assignment requires that you watch a movie or TV show of your choosing with themes that align with the course material, so a Netflix, Hulu, Amazon, etc. account may be useful but is not required.

**Internet:** This course is **\*\*COMPLETELY ONLINE\*\*** so you need a reliable internet connection that will allow you to search the web, use email, attach and upload documents, and download and save files. Internet issues will not be a valid excuse for a late assignment

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– find an alternative source for internet now (such as a coffee shop) and do not attempt to complete assignments at the last minute.

**Canvas:** All course materials and grades will be available on Canvas (<https://canvas.pdx.edu>). If you have trouble accessing your Canvas account, or do not have an ODIN ID & password to log in with, please contact the OIT help desk (Smith Memorial Student Union (SMSU) 18) at 503-725-HELP (4357) or [help@pdx.edu](mailto:help@pdx.edu).

## ASSIGNMENTS

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Counter to popular perception that college courses should involve lecture, research finds learning and retention is most effectively built by presenting important ideas in a multitude of diverse ways. This course's assignments involve readings from the textbook, academic sources, and popular sources; and video and audio clips. Online student discussions and a final writing assignment incorporate active learning into the class. In addition to preparing you for the exam, the weekly quizzes help to be sure you are catching the most important points from each week's materials. Ultimately, course grades are based on one Exam, nine Quizzes, one Writing Assignment, nine Discussions, and a Canvas Profile Picture.

**Deadlines and Late Assignments:** There are generally three deadlines each week: Wednesday by 11:30pm, Friday by 11:30pm, and Sunday by 11:30pm. The quizzes due each Sunday will cover the material in the week's checklists (Wednesday, Friday, and Sunday). Checklists for each deadline will be available in Canvas's Modules area, as will all of the extra-textbook materials you need for the course. Total points possible will be reduced by 20% for each day an assignment is late (with days counting as ended at 11:30pm). Assignments will not be accepted if they are more than one week late. No extra credit is available in this course. One-page memos can be used to dispute grades on a single assignment—you cannot dispute your grade more than 7 days after the grade was posted on Canvas.

Grade	%
A	94-100%
A-	90-93%
B+	86-89%
B	82-85%
B-	80-81%
C+	76-79%

Grade	%
C	72-75%
C-	70-71%
D+	66-69%
D	62-65%
D-	60-61%
F	≤59%

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**1000 total points** available for the term:

1 Exam at 300 points	300
1 Writing Assignment at 300 points	300
9 Quizzes at 25 points each	225
9 Activities at 15 points each	135
1 Profile Photo at 40 points	40

**Exam (DUE SUNDAY, JUNE 5, 11:30PM):** The exam, administered through Canvas, assesses your mastery of important course concepts. You will have a window of 4 days to complete the exam, and 2 hours to complete the exam once you begin. There will be no make-up exams except in extreme circumstances (e.g. death in the family, serious illness) accompanied by written documentation. If you do not contact me before the exam, you will also have to provide a documented reason why you could not contact me. Make-up exams are 100% essay.

**Quizzes:** Quizzes, administered through Canvas, assess whether you're retaining key points of the materials you were assigned to read, view, and listen to in the week previous to the quiz day (items due on Wednesday, Friday, and Sunday). I recommend that you first write or type a list of all of the key concepts from the textbook readings (Myers) for that week, along with definitions. The key concepts are often bolded or listed in the margins of the textbook – they are also defined in a glossary in the back of the textbook. In this way, while you're reading, viewing, and listening to the other non-textbook materials, you will be able to identify the important and relevant ideas. You will be able to make connections across the course materials. This list of key concepts and definitions will also be very helpful to you as take the quizzes and final exam, and write your final paper. You will have 1 hour to complete each Quiz once you begin. Quizzes cannot be “made up”—altering class structure for one individual requires advance notice and written documentation.

**Writing Assignment (PART 1 DUE WEDNESDAY, MAY 18, 11:30PM / PART 2 DUE SUNDAY, MAY 29, 11:30PM):** Effectively communicating your thoughts in written form will benefit you in college and in your career. You will complete a two-part Writing Assignment in which you apply social psychological theories from class to a movie or TV show of your choice. The first part of the Writing Assignment is a one-paragraph summary of the movie or TV show. The second part of the Writing Assignment is a four-page double-spaced paper applying theories to various parts of the movie or TV show. More details will be provided to you well in advance of the deadlines. Writing Assignments are only accepted by uploading in the Canvas Assignment area.

**Online Discussions:** The online discussions will require you to apply the course material to real-life examples through interaction with your classmates. Be sure to maintain netiquette (described below) in all online class discussions. To increase the substance and meaning of the discussions, you'll be assigned to smaller groups for each discussion.

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Discussions usually involve a post due by Wednesday and one or more comments on other posts due by Friday. One student in each group will be assigned to be a facilitator for each discussion. The facilitator summarizes the main themes of the discussion and documents classmates' participation by uploading a Discussion Facilitator Form (on Canvas, Modules>Main Files) to the appropriate Assignment area by Sunday. Facilitators should document their participation in the discussion on the Facilitator Form as well. The checklists on Canvas link to the PDFs with the group and facilitator assignments but you can also find them in each Wednesday deadline under Contents on Canvas.

**Netiquette:** Although you might be accustomed to using electronic communication such as text messaging and chat, communicating as part of a course involves a different set of skills and conventions.

- Use formal English. Not everyone is familiar with twitter or text abbreviations.
- Use \*asterisks\* around a word instead of ALL CAPS to show emphasis. ALL CAPS give the impression you are shouting.
- Avoid lengthy posts and make your points as succinctly as possible. Avoid posting a great deal more often than your classmates.
- Avoid any personal criticism or potentially offensive language. If you disagree with a fellow student, describe your perspective clearly and politely rather than criticizing others' comments. Tone can be difficult to interpret online so be extra polite, careful, and kind when posting to the discussion board or emailing other students. If you read a message that feels like a personal attack, wait until you feel calm enough to reply in a way that will defuse the situation. If you are uncertain how to handle the situation, contact the instructor.

## GUIDELINES

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**Recommendations:** You may eventually ask professors to recommend you for graduate programs, jobs, or internships. To facilitate your professors being willing and able to write you a strong letter, your job as a college student is to become the kind of student professors can rave about: hardworking, collegial, intellectually inquisitive, and honest. Consider maintaining relationships over time with professors so that they know you well enough to write for you. Many juniors and seniors wish they had thought about this during their first year of college.

**Academic Honesty:** The PSU Student Conduct Code prohibits all forms of academic cheating, fraud, and dishonesty, including but not limited to plagiarism, buying and selling of assignments for others, unauthorized disclosure and receipt of academic information, and other practices understood as academically dishonest. Plagiarism describes the use of another person's words or ideas without giving that person credit. Information on avoiding plagiarism is available at <https://owl.english.purdue.edu/owl/resource/589/01/>. In addition to receiving no credit, you will be referred to the appropriate PSU authority for

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any assignment or exam found to be academically dishonest. You will fail the course if any additional incidents of academic dishonesty occur.

**Accommodations:** Any student with a physical, psychiatric/emotional, or learning disability should contact the Disability Resource Center (DRC) to arrange academic accommodations to support your success in the course. The DRC can be reached at 503-725-4150 or at [drc@pdx.edu](mailto:drc@pdx.edu).

**Harassment and Discrimination:** As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, please complete the required student module Creating a Safe Campus at <http://www.pdx.edu/sexual-assault/safe-campus-module>.