Psychology 340  
Social Psychology  
Spring 2013  
Syllabus and Class Requirements

Class meetings: Thursdays, 9:30am-10:45am, AL-201  
Tuesdays live at 9:30am AND archived,  
online in Wimba classroom through Blackboard  
Professor: Jean M. Twenge, Ph.D. (Dr. T)  
TAs: Daniel Wiegert and Haoxiong Li  
Required textbook: Social Psychology (11th Edition) by David G. Myers  
Not on reserve at the library (sorry; publishers don’t provide extra copies)  
Yes, you need the 11th edition, not the 10th or earlier

1. Course objectives: In this class, you will learn about how people interact with each other and how individuals behave in social situations. I want every student to come out of this class with two things: 1) knowledge of social psychology (useful in the workplace, relationships, and life in general), and 2) the ability to think critically and evaluate psychological theories and research.

2. Grades will be calculated as follows:
   85%  Grades on three exams, each weighted equally  
   15%  Writing or video assignment

3. Exams:  
   A. There will be four exams: three during class time and one cumulative final exam during the scheduled final exam period (Thursday, May 16, 8:00am-10:00am), in our classroom. The tests will be multiple choice. They are usually 50 questions long. For all of the exams you will need to bring your own scantron; we use the red one, F-289-PAR-L.  
   B. There will be NO MAKEUP EXAMS. Your exam grade will be based on your score on three of the exams. If you take all four exams, we will drop the one with the lowest grade. If you miss an exam during the semester (for ANY reason) or choose not to take the final, your grade will be based on the three exams you took. You cannot miss more than one exam; if you do, you will receive a zero for the second exam missed. If you anticipate this being a problem, do not take this class. This includes having two finals scheduled for the same time, which can occur if you are taking another hybrid class at the same meeting time. That works out only if you do not miss any of the in-class exams for any reason. As emergencies do occur, I recommend not taking two classes that have scheduled finals at the same time.  
   If you miss an exam or anticipate doing so, you do NOT need to contact me or the TAs to tell us the reason. Plan on taking all of the other exams, including the final, and your grade will be calculated using the three exams you took. If you are happy with your grade on the three in-class exams, you do not need to take the final. But if you do take the final, we will drop your lowest exam grade, so there may still be a benefit. This decision is up to you.
C. The exam will begin promptly at the beginning of class (or at the beginning of the final exam period). If you arrive after any student has finished the exam and left, you cannot take the exam. You will be allowed only the class period to finish the exam, as we only have the room for the allotted period of time. This is rarely a problem, however; most people finish exams in this class in less than an hour.

D. Grades for the exams and the assignment are posted out of 100 on Blackboard. To calculate your final grade, take your three best exam scores and average them (add them together and then divide by 3). Multiply this number by .85 and multiply your writing assignment grade by .15. Add those two numbers together to determine your final grade. See section 18 at the end of the syllabus to translate this to a letter grade. If you take all three in-class exams, you can calculate your grade this way to help you decide whether to take the final exam or not. Note that you cannot just average all of the grades because the exams count more than the assignment. Please do not e-mail me or the TAs asking for your current grade; you can calculate it yourself at any point using this math.

4A. Writing or video assignment: Every student will either make a brief video or write about 300-500 words on applying social psychology to real life. This is a way for the class to include your experiences, as I will share some of these in class. Choose ONE concept covered in the textbook chapter(s) listed under the first initial of your last name in Section 4C below. Your best bet is a concept defined in the margin of the textbook in bold orange type (though feel free to use any concept covered in that chapter). In your paper or video, define the concept and then give an example that illustrates it (e.g., something you or someone you know experienced, or an example from TV, a movie, a news story, a song, etc. Don’t use an example already used in class or in the book). If you make a video, feel free to be creative and demonstrate something visually or use humor. Keep the video under 3 minutes.

4B. Turning in your writing or video assignment. Turn in your assignment using Blackboard. Here are the steps for turning in your assignment:

1. Log in to SDSU Blackboard via this link: http://blackboard.sdsu.edu/webapps/login
2. click on Spring 2013 – Social Psychology
3. Click on Assignments in the white box to the left
4. Click on Writing Assignment
5. Register for McGraw Hill Connect. Your textbook has a code you will need. For tech support for Connect, call 800-331-5094.
6. Log in to Connect
7. Click on Writing Assignment
8. Type in your assignment (you can cut and paste it from another program if you like); for a video, provide the YouTube or other link.
9. Click submit. It will say “Thank you – your response was received.” The score will say 0 until it’s graded – that does NOT mean it wasn’t submitted. The grades will be posted to Blackboard within a week.
Make **VERY SURE** you are turning it in by your due date (see Section 4C below). If your last name is early in the alphabet, your due date is **VERY EARLY! BE PREPARED!**

**4C. Due dates** (by midnight at the end of that day) and topics for the writing or video assignment are organized by first letter of last name (your last name as it appears on the class roster):

A-B: 1/30, Chapters 1-3  
C-D: 2/6, Chapter 4  
E-F: 2/18, Chapters 6-7  
G-H: 2/26, Chapter 5  
I-K: 3/5, Chapter 8  
L-M: 3/8, Chapter 9  
N-O: 3/25, Chapter 10  
P-Q: 4/9, Chapter 11  
R: 4/12, Chapter 12  
S: 4/19, Chapter 13  
TUV: 4/25, Chapter 14  
WYZ: 4/25, Chapter 15

**4D. Penalties for lateness on the assignment**: Because I use these assignments to share your experiences during lectures, the deadlines are very strict. If your assignment is between 1 minute and 9 hours late, the most credit you can receive is 70%. If it is between 9 hours and 24 hours late, the most you can receive is 50%. If it is more than 24 hours late, you will not receive any credit for the assignment. Remember to name your file with your name, and to keep the e-mail until your grade is posted.

If you know you will be traveling or have other commitments around the time the assignment is due, do the assignment early and turn it in early. If you have a severe, unseen event (e.g., you are hospitalized) when the assignment is due, please send proof of this event via e-mail (e.g., a PDF of a doctor’s note) to Haoxiong the TA (lihaoxiong1988@gmail.com) and to Dr. T (jtwenge@mail.sdsu.edu) within two weeks of the event. We will then calculate your final grade without the assignment, so your grade will be based solely on the exams. Because most people who do the assignment do well on it, it is in your best interests to complete it – it will increase your final grade.

**IMPORTANT THINGS TO KNOW ABOUT THIS CLASS**

**5. Tuesday classes** will be online through the Wimba program, which you will access through Blackboard (more on next page about this). You can access it from any computer with an Internet connection. You will see the slides and hear me lecturing if you tune in live at 9:30am on Tuesdays when class is scheduled (except for a few classes that will be archived only). ALL of these sessions will be archived, so you can watch them at your convenience. The only thing you miss with the archived version is the ability to ask questions.
I will NOT post the slides or material from our in-person Thursdays online. To get that material, you have to come to class. We will often use that time to do things that can’t be done online (e.g., watch a long video).

6. **Online session instructions.** Here’s what you need to do to attend or watch our online class sessions. Sometime before our first online session on Tuesday, January 22, you should:

1. Log in to SDSU Blackboard via this link: 
   http://blackboard.sdsu.edu/webapps/login
2. click on Spring 2013 – Social Psychology
3. click on the Tools button to the upper left in the white box
4. click on the Wimba Classroom link in the lower right part of the screen
5. click on the PSY 340 Social Psychology link to the left (NOT on the arrow under enter)
6. **Click on the Run Wizard link on the right side of the screen**
7. after completing the Setup Wizard successfully, click on the Enter Room link using the blue arrow.

7. **Technical issues with Wimba:** I’m not a computer support expert, so I won’t be able to help you if you experience technical issues while using Wimba for the online class sessions. Please follow the steps below instead of contacting me, as they will provide more help.

Fortunately, setting up and using Wimba goes smoothly for most students. If you run into problems, read the instructions above again, carefully. The most common cause of problems is not running the setup wizard. If you still have trouble, you can get help by calling 866-350-4978. There’s also a help link once you’re running Wimba. A few students have told me that they can’t see or hear the YouTube videos in the online sessions. This is not normal – I have verified that the videos work, with sound, on both PCs and Macs, and both live and archived – so if you experience this, call the Wimba helpline. Please don’t e-mail me asking to send the link to the video; it’s much better to solve the technical problem for the whole semester.

A few lectures will be archived only and not live. Some of these will be accessible through an outside link instead of in the main section of Wimba. I will send e-mails to the class and post an announcement on Blackboard if this is the case.

8. **If you have a question, READ THE SYLLABUS before you e-mail.** About 95% of the questions students have are answered by this syllabus – I have made it thorough for a reason. If you e-mail me asking about something that is clear in the syllabus, I will either not reply or will reply with three words: “Read your syllabus” or “Please see section X of your syllabus.” If you have questions about the content of the class, which I welcome, it is usually better to ask these before, during, or after class instead of in an e-mail. I will be able to give you a more complete and helpful answer that way. If you’re interested in
reading a particular journal article, you can find most of these using the database PsycInfo, available through the SDSU library.

If you still have a question by e-mail, you’ll want to contact the right person so you don’t have to wait a long time to get a response. Here’s whom to contact for different concerns:

**Grades:** First, look on Blackboard to see your current grades posted out of 100. See Section 3D above for how to calculate your current grade. For more complicated questions, ask Daniel the TA, e-mail: wiegert@rohan.sdsu.edu

**Turning in your writing or video assignment:** See the instructions in Section 4B. For technical issues with Connect, call 800-331-5094. For other questions, contact Haoxiong the TA, e-mail: lihaoxiong1988@gmail.com

**Technical issues with Wimba:** Help on the Wimba page or 866-350-4978

**Notes from an in-person class you missed:** One of your classmates

**Suggestions for improving the class:** Your professor, Dr. T, jtwenge@mail.sdsu.edu

**Further information about a class topic:** Your professor, Dr. T, jtwenge@mail.sdsu.edu

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9. **Missing class:** If you miss an in-person Thursday class, please get the notes from a classmate. Please DO NOT contact me or the TAs asking if there was anything you missed (we wouldn’t have class unless there was something to miss!) Class cannot be conveyed in e-mail. Please get notes from another class member. Realize, though, that getting notes will not give you the whole picture. Coming to class is important because I often ask exam questions that are covered only in class and not in the book. The easiest way to do well in this course is to come to class!

Some students who miss class send e-mails on Blackboard to the whole class asking for notes. Most students hate seeing these e-mails over and over. A better approach is to ask someone in person when you come to class – you might even make a friend. And think carefully about how you share notes. Sharing with a few people is a nice thing to do; e-mailing your notes to everyone in class via Blackboard (which a few people have done in the past) is not wise – it encourages freeloaders (we’ll learn about that in Chapter 8!)

10. **Grades and seeing what you missed on exams:** The TAs will post grades on Blackboard. Please contact the TAs about any questions regarding grades. If you want to see what you missed on an exam, come to one of the TAs’ office hours to see your scantron. Both TAs hold office hours by appointment; talk to them before or after class to set up an appointment or e-mail Daniel at wiegert@rohan.sdsu.edu or Haoxiong at lihaoxiong1988@gmail.com.

11. **Feedback to me:** Although my policies on exams are strict, I am willing to be flexible in other ways. If there is something that would improve students’ experience in class, please tell me (preferably before or after class, but e-mail is also fine for this.) If there is something you can’t wait to complain about when you fill out the class evaluation at the end of the semester, don’t wait – tell me when I can still change things for the better. One note: The microphone doesn’t always work, so if you have trouble hearing please sit closer to the front.
12. **What we will do in class**: This class will use multiple formats. Sometimes I will lecture, but I will also use illustrations and videos at some points – some contributed by class members. In addition, I often ask people to volunteer examples and give opinions during class. I encourage open discussion in this class. We will learn about many things that apply to real life, so it’s ideal if we learn from each other.

13. **Some advice for discussion**: Sometimes when I ask a question to the class I am not necessarily looking for “the correct answer;” often I’m interested to know what you think about the question and why. Also, please feel free to ask questions on any aspect of research or theory that you feel you do not understand fully. If you’re uncertain, that probably means the rest of the class is, too. I’m always willing to explain something again — if you don’t ask questions, I’ll never know if everyone understands. Please ask. Of course, I won’t know the answer to every question, partially because not every question has been answered with data!

14. **Conduct during class**: If you arrive late or leave early do not disturb those around you. Don’t get up and leave when I show a video – I am showing it for a reason and frequently ask test questions about videos. Put pagers and cell phones off or on vibrate during class. If you bring your laptop to class, please do not watch videos or surf webpages with distracting images. Taking notes is fine, as is looking up a quick fact. But sitting behind someone else who is on Facebook (or even more eye-catching sites) is distracting. It’s not just your own education – think about your fellow students before you do this.

15. **Disabled Student Services**: If you are registered at Disabled Student Services and will take the exam at another location, please bring me that paperwork in class at least two weeks before the exam. If possible, bring 4 forms so the TAs and I can fill them out all at one time for all of the exams.

16. **Exam content**: Exams will be multiple choice. The large majority of the material on the exams will come from class lectures and discussions, so coming to class and viewing the online sessions will be rewarded. That includes all of the videos we watch. When taking notes in class, don’t just write down what’s on the slide; make sure you understand what I’m saying. I also write some important things on the board from time to time. About 20% of exam questions will be based on material we did not cover in class but that’s covered in the book. For these questions, I try to concentrate on things the book covers fairly thoroughly (e.g., for at least one page).

   The final exam will be cumulative. Thus it will cover everything in the class, including material tested on the three in-class exams (they will not be the same questions, but might cover the same topics).

17. **Tips for exams**: I do not give review sheets for exams. It is much more beneficial if you make your own review sheet of concepts to study. Map out the important information in your own summary sheet and you will be studying just through the act of making the summary sheet. As for taking the exams themselves: Read the exam questions carefully. A difference of one word may separate right and wrong answers. I will often ask you to
apply your knowledge, not just to show that you have memorized definitions. Many exam questions, for example, describe a behavior or situation and ask you to identify it, as this is much more like real life. (You’ll rarely need to define a psychological term, but it’s very useful to know what to call something when you see it).

One great way to study is to use McGraw Hill Learn Smart, which asks you questions on the course concepts and gives you feedback about what you know and don’t know. Go into the course Blackboard page, click on assignments, click on McGraw-Hill Connect Library, and use the Learn Smart modules for each chapter you’ll be tested on (see the course calendar below). These are NOT required assignments, but many students find them helpful for exam preparation.

We do NOT grade on a curve – if everyone earns an A, everyone will get an A. I will be pleased if everyone does well.

18. Grade breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93+</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 and under</td>
<td>F</td>
</tr>
</tbody>
</table>

We will use the standard rules for rounding (.49 and under rounds down; .50 and over rounds up).

19. More about grades: Outside of true grading errors, I will NOT change or “bump up” grades FOR ANY REASON. University policy states that final grades cannot be changed unless an error has occurred. That is also my personal policy for the sake of fairness. If you believe a grading error has been made (FIRST, see Section 2 above for how to correctly calculate your grade – the exams count more than the assignment!), contact Daniel the TA, wiegert@rohan.sdsu.edu. I do not usually offer extra credit assignments; if I decide to do so, it will be offered to everyone in class during the course of the semester.
20. Course Calendar

Th 1/17  Introduction; Administrative Details
Tu 1/22  Research and research methods; Chapter 1 [Online]
Th 1/24  The Self in a Social World; Chapter 2
Tu 1/29  The Self in a Social World; Chapter 2 [Online]
Th 1/31  Social Beliefs and Judgments; Chapter 3
Tu 2/5   Social Beliefs and Judgments; Chapter 3 [Online]
Tu 2/7   Behavior and attitudes; Chapter 4; Stanford Prison Experiment video
Th 2/12  Behavior and attitudes; Chapter 4 [Online; archived only]
Tu 2/14  FIRST EXAM
Tu 2/19  Persuasion; Chapter 7 [Online]
Th 2/21  Conformity; Chapter 6: Milgram video
Tu 2/26  Conformity; Chapter 6 [Online]
Th 2/28  Genes, Culture, and Gender; Chapter 5
Tu 3/5   Genes, Culture, and Gender; Chapter 5 [Online]
Th 3/7   Group Influence; Chapter 8
Tu 3/12  Prejudice: Disliking Others; Chapter 9 [Online]
Th 3/14  Prejudice: Disliking Others; Chapter 9; *Black/White* video
Tu 3/19  Conflict and Peacemaking; Chapter 13 [Online]
Th 3/21  SECOND EXAM
Tu 3/26  Aggression: Hurting Others; Chapter 10 [Online]
Th 3/28  Aggression: Hurting Others; Chapter 10: Power Rangers video
Tu 4/2   NO CLASS (SPRING BREAK)
Th 4/4   NO CLASS (SPRING BREAK)
Tu 4/9   Attraction and Intimacy; Chapter 11 [Online]
Th 4/11  Attraction and Intimacy; Chapter 11; *When Harry Met Sally* video
Tu 4/16  Helping; Chapter 12 [Online; archived only]
Th 4/18  Helping; Chapter 12
Tu 4/23  Social Psychology in the Clinic, Chapter 14 [Online; archived only]
Th 4/25  Generations: How when you were born shapes your personality and outlook on life (not in book)
Tu 4/30  Social Psychology in Court, Chapter 15 [Online]
Th 5/2   THIRD EXAM
Tu 5/7   NO CLASS

FINAL EXAM: Thursday, May 16, 8:00am-10:00am, in classroom