

**INTRO TO SOCIAL PSYCHOLOGY  
SOP3004 2E53 (20789)  
MWF 9.35-10.25  
CSE E221**

**Instructor:** Kate Ratliff

**Office Hours:** Sign up for an [appointment](#) (Psych 222)

**Graduate TA:** Liz Kerner

**Office Hours:** Mondays & Tuesdays 10.40-11.30 (Psych 268)

**Undergraduate TA:** Lydia Mansour

**Office Hours:** Tuesdays 12.45-1.45 & Wednesdays 11.45-12.35 (Psych 231)

**Undergraduate TA:** Marie Plante

**Office Hours:** Thursdays 10.30-12.30 (Psych 231)

**COURSE DESCRIPTION**

Social psychology is the scientific study of the ways in which thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. When you complete this course, you will be able to:

1. Distinguish social psychology from other related disciplines.
2. Explain the scientific methods utilized by social psychologists.
3. Understand what is meant by the many technical and standard terms used in the field and be able to use them with precision.
4. See the world through the eyes of a social scientist and apply concepts from the course to your own life.

**FOR QUESTIONS ABOUT THE COURSE**

1. Check the syllabus.
2. Post your question to the Course Questions discussion board.
3. Ask your TAs during their office hours or email them using the Canvas email feature. Questions about your grades should go to your graduate TA.
4. Email Dr. Ratliff through Canvas email; in your message you should state whether or not you have already consulted with your graduate teaching assistant. Questions about disability accommodations or makeup work should go to Dr. Ratliff.

## **COURSE MATERIALS**

I designed the course textbook through Noba, an online platform that provides free, high-quality textbooks. The textbook for this course is available online [here](#). There is a .pdf copy of the textbook on the course Canvas site. If you prefer a hard copy of the textbook, you can order one for less than \$20 through the Noba website, [here](#).

The slides that I use in class lectures will be available to you on the course Canvas site immediately before each class meeting; note, however, that a few slides might sometimes be left blank so that I can conduct an in-class experiment or present a surprise research finding. If we do not get through the full set of slides I will delete them after class and will re-post what we actually covered so that we can stay organized. What we did not cover will then go into the slide deck for the next class period.

Although I will lecture in almost every class, you should not feel like you're a spectator. I would love for you to interrupt at any point with questions, comments, critical thoughts, and examples (as long as they're relevant and respectful). This will make the class more enjoyable for everyone.

## **COURSE PREPARATION**

Although attendance is not mandatory, it is in your best interest to attend class regularly. Your final grade comes primarily from your performance on exams, and exam material will come entirely from my lectures. My lectures will not be redundant with the textbook. Although the slides will be posted online, my lecture notes tend to be sparse and there will certainly be some figures and examples that you cannot understand by looking at the slides alone. If you miss class, it is your responsibility to get notes from a classmate.

## **SUCCESS IN THIS COURSE**

First, you should read the assigned reading before class. When in class, the key thing to do is to listen to the lecture. Students who try to write down everything that I say often end up feeling anxious and overwhelmed. Trust me – the best thing you can do in class is to listen carefully and to actively think about the course material and to relate it to your own life. As soon as possible after class you should go back over the lecture slides and remind yourself what you just learned. If there is anything that you don't understand, make a note of it so that you can read about it, ask about it during the next class, post about it on the course discussion board, or see a teaching assistant during office hours for clarification.

## **COURSE ASSIGNMENTS**

### *Mid-Semester Exams and Final Exam*

There will be three in-class exams during the semester. More information will be given in class. There is a cumulative, multiple-choice final exam on May 2, 2019 from 3.00-5.00pm. Each of the four exams is worth 60 points (20% of your final grade). You may not take the exam early without a university-approved excuse; please do not ask. If you know you are leaving town before the exam, I suggest you drop the course.

If you are late to the exam, you will not be given extra time to complete it. If you arrive late and the first student has turned in their exam, you will not be permitted to take the exam.

### *Discussion Group Postings*

You will be assigned to a discussion group composed of a small group of your classmates. Most weeks (see schedule) you will be required to post a brief reflection about something that we covered in class or in the readings. Your reflection may take any form you like (e.g., a relevant anecdote from your own life, elaboration on some point, a note of confusion or disagreement, or a relevant current event). Your post does not have to be long, 3-4 sentences is enough, but it must be clearly and directly related to course material that we've covered in the time since the last discussion post was due.

You are also required to contribute two replies to your classmates' reflections. The idea is to get a conversation going—you can answer someone's question, perhaps with an overlooked fact, or with your own opinion, or maybe a YouTube video or news article. You may civilly disagree or otherwise expand on someone's initial post. You will not receive credit for a post that merely expresses (dis)agreement with no elaboration.

Your initial posts are due by 11.59pm on Fridays and your two response posts are due by 11.59pm on Sundays. Each post is worth 1 point for a total of 30 points (10% of your final grade). See the course schedule for the specific weeks that have assignments. These discussion posts forums are labeled with #1s through #10 on the course Canvas site.

During the first few days of class you should post an introduction post in addition to your regular post so that you can get to know the other people in your class. This should be a couple of sentences long; just say something about who you are and why you're taking this course. If you prefer, you may upload a video introducing yourself. This post is worth 1 extra credit point and is due by 11.59pm on Thursday, January 10. This forum is labeled "Introduction Post" on the course Canvas site.

### *Real-World Applications*

Most weeks you will be asked to relate a concept from the week's course content to something you observed in the "real world". Each application should start with this exact sentence, with the appropriate information filled in: This week, I saw an example of \_\_\_\_\_ in the real world when \_\_\_\_\_. You should then write a few additional sentences in which you define the concept you are using and state, very specifically, how your example is indeed an example of that concept.

This latter part—the *how & why* part—is essential. It is not enough to simply say that some situation is an example of a concept, you need to explain *why* it could be considered an example. These are not essay-length assignments. A single paragraph consisting of 4-6 sentences should be enough to adequately answer the question.

Real-world applications are due through the course Canvas site by 11:59pm on Sundays. Each of these responses is worth 3 points, for a total of 30 points (10% of your final grade).

An example of a "Superior" real-world application is available in the course questions discussion forum. The following is a rubric for how these items will be scored.

- 3 = *Superior*; Begins with an appropriate sentence in the format given. Defines the course concept correctly and provides an appropriate real-world example. Clearly explains how/why the real-world situation is an example.
- 2 = *Adequate*; Is missing or reports incorrectly one of the essential features required for a Superior grade (including failure to begin with appropriate sentence in the format given).
- 1 = *Needs Improvement*; Is missing or reports incorrectly more than one of the features required for a Superior grade (including failure to begin with appropriate sentence in the format given).
- 0 = *Unacceptable*; No response is provided or response shows clear lack of understanding and/or is unrelated to the prompt.

### **LATE WORK AND MAKEUP EXAMS**

Permission to make up assignments will be granted for university approved reasons and must include documentation as per university guidelines. You will not receive credit for late discussion posts or real-world applications unless you were unable to complete coursework for at least three consecutive days.

## **COURSE GRADES**

Your final grade will be calculated based on your three mid-semester exam grades (180 points/60%), your final exam grade (60 points/20%), your real-world application grades (30 points/10%), and your discussion post grades (30 points/10%). Your final course grade will reflect how many total points (out of 300) you accumulate:

<b>A</b>	279-290	<b>A-</b>	270-278		
<b>B+</b>	261-269	<b>B</b>	249-260	<b>B-</b>	240-248
<b>C+</b>	231-239	<b>C</b>	219-230	<b>C-</b>	210-218
<b>D+</b>	201-209	<b>D</b>	189-200	<b>D-</b>	180-188
<b>F</b>	179 or less				

The grade book on the course website may present your grade to you as a percentage, but that percentage is not relevant for this course. We are using a points system. Please note that these cutoffs are real and non-negotiable. Grades are not rounded; for example, to get an A, you must earn 279 points; 278 points will get you an A-. I will not raise your grade simply because you want it and I will not give extra credit at the end of the semester. You have one week after you receive a grade to dispute that grade (in writing, starting with the graduate TA); after that, the grade stands as it is.

## **STUDENTS WITH DISABILITIES**

Students requesting classroom accommodation should register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide documentation to the instructor when requesting accommodation.

## **COMPUTER POLICY**

Empirical evidence suggests that laptops in the classroom are a detriment to student success (Fried, 2008). I encourage you to put your devices aside during class and to take notes by hand. If you choose to ignore this advice, know that taking notes is the only allowed use for your laptop during class. Checking email and browsing the Internet are not acceptable

## **CHEATING AND ACADEMIC DISHONESTY**

Cheating is defined in the UF Handbook. If a student is caught cheating, the first offense will result in a zero for that exam and a record will be placed in a temporary file with the Office of Student Affairs. The second offense will result in an "E" for the course, and the student will go before the Honor Court.

By completing the registration form at UF you have agreed that: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

## **SEEKING HELP ON CAMPUS**

### *Mental Health and Stress*

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance.

The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or others personal struggles can also contribute to decreased academic performance. The University of Florida provides cost-free mental health services through the Counseling and Wellness Center (CWC). Please seek help if you feel you need it.

### *Food, Shelter, and Other Material Needs*

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the [Field and Fork Food Pantry](#) or the [Dean of Students Office](#) for support. Furthermore, please notify me or one of your TAs if you are comfortable doing so. This will allow us to provide you with any resources we can.