

SOP3004, INTRODUCTION TO SOCIAL PSYCHOLOGY, FALL 2024 Course Instructor

Dr. Kate Ratliff (she/her)

ratliff@ufl.edu

Office hours (Zoom): MWF 1-2pm (Eastern)

Graduate TAs TBD

Undergraduate TAs TBD

COURSE DESCRIPTION

Social psychology is the scientific study of the ways in which people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. The specific learning outcomes for this course are: (A) distinguish social psychology from other related disciplines, (B) explain the philosophy and methods of science utilized by social psychologists, (C) understand what is meant by the many technical and standard terms used in the field and be able to use them with precision, and (D) see the world through the eyes of a social scientist.

COURSE TEXTBOOK AND WEBSITE

Everything you need for this course—other than the textbook—is housed in the Canvas Learning Management System. The text for this course is an open-source textbook from the NOBA project, available here ([link](#)). A PDF version of the textbook is available on the course Canvas site.

QUESTIONS ABOUT THE COURSE

1. Check the course syllabus and the course questions discussion forum.
2. Post your question to the course questions discussion board with a meaningful heading (e.g., "Due date for open response items" or "Question about cognitive dissonance"). Do not post about your grades, make-up assignments, or other private matters on the discussion board.
3. Ask a teaching assistant during his/her office hours or using the Canvas email feature. Questions about grades should go to the graduate teaching assistant.
4. Dr. Ratliff is happy to answer any questions or address any concerns that cannot be resolved by the graduate teaching assistant. Please email her using the Canvas email feature and confirm in your email that you have already consulted with the graduate teaching assistant.

Important Notes: Whether you email or post a question on the "course questions" discussion forum, please allow 24 hours for a response. Questions posted over the weekend might not receive a response until Monday. Please use the Canvas email feature to contact your TA and instructor. TA office hours are virtual via Zoom.

HOW TO PARTICIPATE AND SUCCEED IN THIS COURSE

The course is organized in 13 modules. You will complete one module during most weeks of the semester; there will be an introductory module during the first week and no module during the weeks of Thanksgiving and the last (partial) week of class.

To complete a module, you should read the assigned reading and watch the recorded lecture(s) and other media assigned to that module. After reading the chapter and completing the videos and activities, you should take the end-of-module quiz. During the week you should also respond to the writing prompt and interact with the discussion forum. It is essential that you keep current with the course! You are unlikely to succeed by attempting to complete the material all at once; put simply, this course should be part of your daily life throughout the semester.

COURSE ASSIGNMENTS

WRITING PROMPTS

Each week, beginning in Week 2, you will be asked to write a short response to a question about the content of the module. These questions are intended to get you to incorporate the material you're learning about in class into your own life. If you feel that the question is too personal, or if you do not have an experience from your own life to use as an example, you may use an example from media (e.g., television, movies, books) or an example that happened to a friend. These are not essay-length assignments. Usually a single paragraph consisting of 5-6 sentences is enough to adequately answer the question (for point of reference, this paragraph you're reading right now is 6 sentences long). These are due by the end of the module week (11:59pm on Sundays). Each of these responses is worth 3 points toward your final grade, for a total of 39 points. An example of a "Superior" writing prompt response is available in the course questions discussion forum; the grading rubric is below.

3 = *Superior*; Demonstrates full and complete understanding of the concepts. Evidence of extended critical analysis, including examples from "real life". Thoughtful, concise, and error-free.

2 = *Adequate*; Demonstrates reasonable understanding of the concepts. Clear evidence of critical analysis, but relatively underdeveloped. Runs on too repetitively in one direction or is too scattered.

1 = *Needs Improvement*; Demonstrates only partial understanding of the concepts. Little evidence of critical analysis. No examples or examples are only partially relevant. Poor writing.

0 = *Unacceptable*; No response is provided or response shows clear lack of understanding and/or is unrelated to the prompt.

DISCUSSION FORUM POSTS

Because this course does not meet in person, the discussion forum provides us with a way to have a conversation about the week's course work. Each week you will be asked to post to your discussion group about that week's topic. Your initial post must be completed by 11:59pm on Friday in order to give your classmates time to respond. In addition, you will need to respond to two posts by classmates each week. Your responses to your classmates must be posted by 11:59pm on the Sunday night ending the week. Your initial weekly post is worth 1 point and each of your two responses is worth 1 point (3 points total each week; 39 points total).

Introductory Post and Response

During the first week of class, you should write an Introductory Post. This post is so that you can get to know some of the other people in your class. This should be a couple of sentences long; you should say something about who you are, why you're taking this course, and your interests outside of class. If you prefer, you may upload a video introducing yourself. You should also respond to at least two of your classmates' posts. This assignment is worth 1 point (all-or-nothing for your introduction and the two responses).

Weekly Forum Post and Responses

Your post each week should be directly related to the course material for the module specified in the course schedule. Beyond that, the content of your post is up to you. I know from experience that students are often confused when there is no explicit prompt. However, this is on purpose. In the rest of the course, I am directing the show. In this part of the course, the conversation is for you to lead. The idea is to write initial posts (i.e., the one that is due on Friday) that may get a discussion started. You could, for example, expand on a concept introduced in the lecture using examples from your own life. Have you noticed examples of the week's topic taking place at your job? Or, you could state whether you agree or disagree with something from the book. While your post should indicate that you've thought about the content of the module, it does not need to be overly long; 3-4 sentences is usually enough for your initial post. Your discussion forum post may not be redundant with your real-world application response (see below); if it is, you will not receive credit for either.

You will also need to respond to two of your classmates' posts. Your responses should also be one or two short paragraphs in length. The idea is to continue the discussion by engaging with the initial posts and/or your classmates' responses. You can expand on a point that has been made or explain why you disagree. Please be very careful to always be civil in disagreement as many of the topics we cover in this course can be contentious and/or emotional. At times you will disagree with each other - that is healthy; disrespect for each other is not. In addition to the content of your posts, your ability to appropriately engage in discussion will be reflected in your grade. You will get one point for your initial post and one point for each of your two responses. Posts are graded on whether we feel you interacted meaningfully with the module's material. Additionally, responses to your classmates' posts consisting of things like, "Me too" or "I agree" are not considered enough to gain a point. You must show evidence of having thought about their post.

END-OF-MODULE QUIZ

There will be a graded quiz at the end of each module. These quizzes will be a combination of multiple choice, matching, and true/false questions that come from the course material (i.e., textbook, lectures, and supporting media). The quizzes are timed and you must allot yourself enough time to complete the quiz before it closes. If you are still taking it at 11:59pm, it will close on you automatically and submit your quiz as is. Once you begin the quiz, you will have 25 minutes to complete it. Each of these quizzes will be worth 20 points (for a total of 260 points). You can view the correct answers to the quiz starting 24 hours after the module closes.

PSYCHOLOGY RESEARCH PARTICIPATION

One of the goals of the UF Department of Psychology is to familiarize you with the research process in psychology. To meet this goal, we have designed two options that all students in 3000-level psychology courses must complete. There is a detailed handout available on the Course Canvas site; this is a brief overview of the two options:

Option 1: Participate in Research Experiments

- Taking part in the Department of Psychology Participant Pool allows students to directly experience ongoing psychological research. For this option, you will complete XX credits (XX hours) of participation in psychological research studies.
- When you complete the research experience, you will receive XX points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of XX point per credit completed.
- You must be at least 18 years old to complete Option 1. If you are not 18 years old, you must complete Option 2. Students who will turn 18 during the semester may choose to complete Option 1 after their birthday but are strongly encouraged to complete Option 2 to ensure they complete the research requirement.

Option 2: Critical Analysis Papers

- Participating in research is a valuable component of understanding the science of psychology. However, students who prefer not to participate in research or do not meet the requirements for selecting Option 1 can select Option 2 as an alternative.
- For this option, you must read 4 scientific research articles from the approved list of articles provided to you by your professor. You must submit 1 critical analysis paper per scientific article (XX papers total). Each paper is worth XX points toward your final grade.

Research Participation Grading

The research participation portion of the course is worth XX points toward your final grade (Option 1 = two points for each hour of participation; Option 2 = XX points for each critical analysis paper

COURSE GRADES

Your final grade will be calculated based on your grades on 13 end-of-module quizzes (260 points), 13 writing prompts (39 points), 39 discussion posts (3 per week; 39 points), 20 research participation points, and 1 introduction post (1 point). Your final course grade will reflect how many total points (out of 360) you accumulate.

A	336 or higher
A-	327 to 335
B+	318 to 326
B	306 to 317
B-	297 to 305
C+	288 to 296
C	276 to 287
C-	267 to 275
D+	258 to 266
D	246 to 257
D-	237 to 245
F	236 or lower

See [UF grading policies](#) for more information.

POLICY FOR DISPUTING A GRADE

You will have one week (including weekends) after a grade has been posted to dispute your grade. Grade disputes will not be considered after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute clearly (i.e., what item or question are you referring to, in what module) and a paragraph explaining why you believe your answer is correct. Then send a private email with this information to your TA.

Please note that the TAs will consider your case, but they are not required to change your grade simply because you believe you are right. You may always email Dr. Ratliff if you cannot resolve the issue with your TA; however, it is rare, if ever, that she will overturn a TAs decision. Also, I take this one-week dispute deadline very seriously; please do not contact me during the last week of the semester to dispute earlier grades in an attempt to raise your final score. Finally, the grade cutoffs are real and non-negotiable. I do not round grades or offer extra credit; please do not ask.

LATE ASSIGNMENTS AND MAKE UP WORK

Please note that late course work is not accepted unless you have an emergency that leaves you unable to participate in the course for at least four days. Note: This is a good reason to do your work early rather than waiting until the last minute to complete your assignments. Making up late assignments will only be granted for university approved reasons and must include proper documentation as per university guidelines (<http://bit.ly/1SKNa3L>). Because you may do your work at any point during a given week, the documentation must state clearly that you were unable to participate for at least five days.

I urge you to go somewhere with a reliable internet connection to do your work. Quizzes cannot be restarted once you have seen the test items. Note that "Internet trouble" or "Canvas isn't work- ing" are not acceptable excuses for late work. You have at least five days between when the mod- ule opens and when assignments are due. Canvas is rarely, if ever, down for more than 15-20 minutes at a time. Please plan accordingly.

COURSE SCHEDULE

Each module lasts for one calendar week. Each week begins on Monday and ends on Sunday. (More specifically, the week begins at 12:00am separating Sundays and Mondays.) All times are Eastern.

- Monday 12:00am: Module opens
- Before Friday 11:59pm: Submit initial post to discussion forum
- Before 11:59pm on Sunday: Two responses to discussion forum posts of your classmates, writing prompt, and end-of-module quiz

Week	Dates	Module	Topic
1	August 22 – August 25	Orientation	Course Structure and Policies
2	August 26 – September 1	Module 1	Introducing Social Psychology
3	September 2 – September 8	Module 2	Social Psychology Methods
4	September 9 – September 15	Module 3	Social Cognition
5	September 16 – September 22	Module 4	Social Perception
6	September 23 – September 29	Module 5	The Self
7	October 30 – October 6	Module 6	Emotions
8	October 7 – October 13	Module 7	Conformity and Obedience
9	October 14 – October 20	Module 8	Prejudice and Stereotyping
10	October 21 – October 27	Module 9	Attraction, Love, and Friendship
11	October 28 – November 3	Module 10	Aggression and Violence
12	November 4 – November 10	Module 11	Happiness
13	November 11 – November 17	Module 12	Prosocial Behavior
14	November 18 – November 24	Module 13	The Future of Social Psychology

A NOTE ON SENSITIVE COURSE MATERIAL

This is a science course; the scientific foundation for each topic will be presented. Students will be expected to evaluate critically the existing literature on topics covered in class. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are expected to employ critical thinking and rely on data and verifiable sources to explore readings and subject matter in this course. Students will be evaluated based on their understanding and application of scientifically-based concepts, along with their ability to provide an analysis of the quality of the supporting literature for that topic.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Here is the Official UF Text: If you require classroom accommodation because of a disability, please register with the Dean of Students Office (DSO) <http://www.dso.ufl.edu> within the first week of class. The DSO will provide documentation that you can give to the instructor when re-questing accommodation. UF is committed to providing reasonable accommodations to assist students in their coursework.

That said, I recognize that there may be barriers that prevent students from requesting or receiving official accommodations. If this applies to you, please talk to me.

COUNSELING AND WELL-BEING

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Here are some of those resources:

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone; please do not be afraid to ask for assistance.

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

ONLINE FACULTY EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

NON-DISCRIMINATION POLICY

"The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

GENERAL EDUCATION REQUIREMENT

This class counts towards the general education requirement in the Social and Behavioral Sciences. A minimum grade of C is required for general education credit.

Subject Area Objectives. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Student Learning Outcomes: Content. Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline. Students will demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. This is accomplished through exams and assignments.

Student Learning Outcome: Communication. Communication is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. This is accomplished through in-class activities and paper assignments.

Student Learning Outcome: Critical Thinking. Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. This is accomplished through exams and assignments.

