The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

PSYC 2120 Social Psychology

CRN:

This Course Outline is subject to change with notice.

Credit Hours: 3

Prerequisites: PSY 1030 (or equivalent) and documented eligibility for collegiate English.

Catalog Description: This course is the scientific study of how people’s thoughts, emotions, and behaviors are influenced by other people. Topics include social cognition, self-presentation, attitude formation, persuasion, social influence, affiliation, interpersonal attraction, prejudice and stereotyping, aggression, and prosocial behavior.

Group for Whom the Class is Intended: As a required course for students following the Associate of Arts (A.A.) or Associate of Science (A.S.) Psychology Tennessee Transfer Pathway (TTP); as an elective course in other TTPs; any student interested in human social behavior.

Instructor Information:
Name, Rank, and Title:
Office Location:
Office Hours (13 per week for full-time faculty):
Academic Advising Hours (2 per week for full-time faculty):
Office Phone Number and Email Address:

Required Texts: Please refer to the official Departmental Textbook Information document which is located on the Social Sciences Home page

Program Outcomes:

1: Knowledge Base in Social Psychology
Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

Objectives:
1.1 Describe key concepts, principles, and overarching themes in social psychology.
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of social psychology.
Student Learning Outcomes:

Students will:
1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1b Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
1.1d Recognize the power of the context in shaping conclusions about social behavior
1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)
1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life

2: Scientific Inquiry and Critical Thinking
The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

Objectives:
2.1 Use scientific reasoning to interpret social psychology phenomena
2.2 Demonstrate psychology information literacy
2.4 Interpret, design, and conduct basic psychological research

Student Learning Outcomes:

Students will:
2.1a Identify basic biological, psychological, and social components of psychological explanations
2.1c Use an appropriate level of complexity to interpret social behavior and mental processes
2.2a Read and summarize general ideas and conclusion from psychological sources accurately
2.4a Describe research methods used by psychologists including their respective advantages and disadvantages
2.4c Define and explain the purpose of key research concepts that characterize psychological research.
2.4g Describe the fundamental principles of research design

3: Ethical and Social Responsibility in a Diverse World
The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students
completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

Objectives:

3.1 Apply ethical standards to evaluate psychological science and practice
3.3 Adopt values that build community at local, national, and global levels

Student Learning Outcomes:

Students will:
3.1a Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants
3.1c Discuss relevant ethical principles in the APA Ethics Code
3.3a Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context
3.3b Recognize potential for prejudice and discrimination in oneself and others

4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

Objectives:

4.1 Demonstrate effective writing for different purposes

Student Learning Outcomes:

Students will:
4.1a Express ideas in written formats that reflect basic psychological concepts and principles
4.1c Use standard English, including generally accepted grammar
4.1d Write using APA style

5: Professional Development
The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

Objectives:
5.2 Exhibit self-efficacy and self-regulations
5.4 Enhance teamwork capacity.

Student Learning Outcomes:

Students will:
5.2b Accurately self-assess performance quality by adhering to external standards (e.g. rubric criteria, teacher expectations)
5.4a Collaborate successfully on small-group classroom assignments

*Learning goals, objectives, and associated Student Learning Outcomes (SLOs) selected from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, May 15, 2013).

Major Assignments and Method for Calculating the Final Grade:

This course utilizes a points system in the calculation of the final grade as follows:

Grading Policies:
Grading Scale:

A =
B =
C =
D =
F =

Make-Up Policy/Extra Credit:
Course Policies:

Academic Misconduct Policy:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b) assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. In addition, disciplinary sanctions may be imposed through the regular institutional procedures. For more information, see MSCC Policy 3:02:00:03.

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

Emergency Procedures Policy:
In case of a medical emergency we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.

In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

Loud warbling sound throughout Building (FIRE)
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)
Tornado Siren (SEVERE WEATHER):
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):
Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

Classroom Locked-door Policy:
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

Educational Technology:
Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:
For help with D2L including how to submit materials to a Dropbox, see this page: http://www.mscc.edu/techtube.aspx

Technical Support/Assistance:
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Disability Services/Accommodations:
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

**Confidentiality of Student Records:**
The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

**Student Success:**

**Tutoring:**
MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus’ Learning Support labs. Students should contact the labs on their campus to schedule appointments for help. For additional help, see the Student Success page: http://www.mscc.edu/student_success/index.aspx

**Academic Advisement:**
MSCC Instructors can guide students to specific resources regarding Advisement. For additional help, see the Academic Advisement page: http://www.mscc.edu/advisement/index.aspx

List any discipline-specific Student Success resources that Instructor’s are likely to utilize, e.g. Smarthinking, along with instructions for access.

**Class Schedule of Assignments:**
Give a brief explanation of how the schedule should be read, e.g. “Reading assignments will be discussed in class on the date for which they are listed. Reading should be completed before the date.”

**M 8/26**

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**W 8/28**

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