

## COURSE SYLLABUS

Division: Theoretical and Behavioral Foundations  
Program Area: Educational Psychology  
Course: EDP 7400 Social Psychology of Educational Issues  
Call Number: 21817  
Section: 001  
Credit Hours: 3 credits  
Term / Year: Winter 2010  
Location: 112 State Hall  
Day / Time: Tuesday 5:00 – 7:45 PM  
Instructor: Paul G. Chrustowski, Ph.D.  
Phone: Mobile: (586) 942-6763  
E-mail: ak0070@wayne.edu or  
cspsych@cavtel.net  
Office Hours: Before or after class or by appointment

### Course Description:

Social Psychology examines how the thoughts, feelings and behaviors of people are influenced by the real, imagined, or implied presence of other people. This course covers three basic sub-areas: social thinking (social perception, heuristics, social judgment, self-efficacy, and attitudes), social influence (cultural influences, conformity, persuasion, group dynamics, the theory of reasoned action) and social relations (prejudice, aggression, attraction, and altruistic behavior). Core theories of social psychology are comprehensively explored including the impact of social psychological principles on the *intrapersonal* domain as well as the *interpersonal* domain, and the supporting research in each domain. Included are applications of social psychology to effecting intrapersonal and interpersonal change in a variety of social environments, including educational and clinical settings. Other over-arching social psychological theories which span both intra- and interpersonal domains are emphasized, including: cognitive dissonance, self-justification, attribution theory, and expectancy theory.

### Course Objectives:

Upon completion of this course, the student will be able to:

1. Understand and effectively communicate their knowledge of social thinking, social influence and social relations verbally and in writing.
2. Understand social psychological research methodology.
3. Understand how social psychological principles impact our self-referent thoughts, judgments and decision-making.
4. Understand how to apply social psychological principles to effect intrapersonal change.
5. Understand social psychological principles such as social cognition, social perception, prejudice, self-justification, cognitive dissonance, expectancies, and attribution theory, and the role of these principles in understanding and thinking about ourselves and others.
6. Understand how social psychological principles impact our interpersonal relations such as conformity, persuasion, prejudice, aggression, attraction, and altruism.
7. Understand how to apply social psychological principles to effect interpersonal change.
8. Function effectively as a member of a collaborative problem-solving group.

- Attend to and identify elements of group dynamics, including: organizational hierarchies, group norm development, patterns of communication, leadership styles, adaptation to change, persuasion, cooperation and competition, motivation, prejudice, acceptance and ostracism.

### Required Texts:

- Aronson, E. (2008). *The Social Animal* (10<sup>th</sup> ed.). New York: Worth Publishers .
- \*Medway, F. & Cafferty T. (Eds.) (1992). *School Psychology: A Social Psychological Perspective*. Hillsdale, NJ: Lawrence Erlbaum Associates.

\* Please note this text is no longer in print and is not consistently available at the campus bookstore. However, you may also download an e-book version of the text by purchasing a time-limited membership at [www.questia.com](http://www.questia.com). It should be noted that the questia membership is typically less expensive than actually purchasing the actual text.

### Supplemental Recommended Text:

- Aronson, E. (2008). *Readings About The Social Animal* (10<sup>th</sup> ed.). New York: Worth Publishers.

### Assignments:

- All students will complete reading assignments as listed in the class schedule prior to lecture and participate in lecture discussions.
- Each student will be assigned to a group, and as a group will complete four research papers and classroom presentations on contemporary social psychological topics.

### Evaluation & Grading:

The following is the recommended grading scale of the Educational Psychology Department which will be used in this class:

A	93 - 100%
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	70 - 76.9%
F	69 and below

The final grade will be comprised of the following:	Exam #1	12.5%
	Exam #2	12.5%
	Exam #3	12.5%
	Paper #1	12.5%
	Paper #2	12.5%
	Paper #3	12.5%
	Paper #4	12.5%
	<u>Quizzes</u>	<u>12.5%</u>
		100%

### Exams

Three exams will be administered. They will not be cumulative per se; however, information discussed early in the course will have a direct bearing on later information.

### **Quizzes**

Quizzes will be given weekly. These quizzes have multiple important purposes including: 1.) determining if we need to review some concepts more thoroughly or move on to a new topic, 2.) encouraging completion of assigned readings, 3.) encouraging regular lecture attendance, 4.) encouraging review of lecture notes rather than “cramming” for the exams, and 5.) serving as study aides for exams. Quizzes will be administered at the beginning of class and will be very brief (e.g. 5 minutes). There will be a minimum of 12 quizzes. Students will have the option of dropping their two lowest quiz grades at the end of the term.

### **Group Activities**

Each student will be assigned to one of two groups, and all class work throughout the semester will be done as part of the group. Each class will begin with a brief group problem-solving discussion activity designed to solidify the group’s understanding of the previous week’s lecture. While one group is working collectively on the problem, the other group will be non-participant observers making observations and notes on the group process. The observing group should attend to group dynamics such as: patterns of communication, evolution of leadership, persuasion, cooperation, conflict, etc. The collaborative problem-solving group will share their solution to the problem, followed by some brief comments from the observing group. The groups will then switch roles and repeat the process. Group observation notes should be kept each week as each exam will contain one question asking you to summarize your observations and insights related to group process.

### **Research Papers / Presentations**

Each group will be assigned four research papers and presentations to complete on the social psychological impact in schools of the following contemporary issues:

1. Social Psychological Influence of Modern Media
2. Influencing Academic Behavior & Attitudes via Social Psychology
3. Peer Influence on Non-Academic Attitudes and Behaviors of Youth
4. The Cyber Social World of Today’s Youth
5. Sexual Minority (LGBTQ) Youth
6. Gender Influences
7. Social Psychological Impact of Bilingual / Multilingual & Ethnically Diverse Schools
8. Social Psychological Variables Related to Inclusion of Special Education Students in the General Education Setting

Topics will be randomly assigned to each group on the first class meeting and will be completed by the dates presented in the syllabus. The topics are broad enough to grant groups some leeway in deciding what aspects of the topic to address. The paper will be judged on the thoroughness of topic coverage and not on the length of the paper. *Supporting your stance on the topic with classic and contemporary social psychological theory and empirical research is essential as is adherence to APA standards with regards to citations and references.* (See scoring rubric)

The respective groups can divide the labor as they choose. However, the grade received for each paper and presentation will be received by the *whole* group, regardless of the role of an individual member in the paper or presentation.

The score for the presentation will be averaged from the instructor's rating and the other group's rating of the presentation.

A total grade will be calculated from the combination of the grade for the paper and grade for the presentation.

**Class Policies:**

- Students are expected to attend each class session at the assigned time and with the assigned readings completed.
- Most lecture notes and the week's group discussion activity will be available for download by students prior to class.
- If you plan to miss a class, please alert the instructor beforehand via phone or e-mail and arrange to obtain lecture notes. If a student misses a quiz without prior notification of the instructor of the absence, the quiz score will be zero. If a student misses a quiz with prior notification, there will be no penalty, and the student will have the option of making up the quiz.
- On quizzes and exams, if more than half the class gets an item incorrect, that is considered a result of inadequate coverage of the topic rather than lack of comprehension on your part. Such items are deleted and serve as an indication of the need for re-teaching of that particular subtopic.
- Students will be expected to take the exams and submit the completed papers on the scheduled date. In the case of any emergencies that prevent you from doing so, please alert the instructor beforehand. Grades of incomplete are discouraged and cannot be granted without written request by the student.

**Academic Dishonesty:**

The College of Education has a "zero tolerance" approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. It is each student's responsibility to read these documents and to be aware which actions are defined as academic dishonesty. You will sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Sanctions for academic dishonesty include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help when needed, and make smart decisions about their academic work.

All papers submitted to this course will need to be submitted electronically to the instructor so that they can be run through the university's plagiarism-detecting software.

**Professional Behavior:**

Consistent with the National Association of School Psychologist's (NASP) goals, and as outlined in the School and Community Psychology program's portfolio requirements document, students in the School and Community Psychology program are expected to maintain good conduct in six areas of professional work behavior. SCP students will be evaluated on these six areas in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

**Attention Students with Disabilities:**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of the course. If the limitations imposed by your disability interfere with your ability to fulfill the requirements for the successful completion of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 583 Student Center Building to request an accommodation. EAS Telephone Numbers: VOICE (313) 577-1851 or TDD (313) 577-3365

*Schedule follows. Topics provide a broad description of what will be covered. Please note: each topic discussion includes the theoretical basis supported by the classic and contemporary social psychological research (as applicable) in that topic area.*

**Class Schedule:**

<u>Date</u>	<u>Topics</u>	<u>Reading Assignment</u>
Class 1: Jan. 12	Course overview; <u>Topic #1:</u> Introduction to social psychology, its history, and its applications	Course syllabus, Aronson Intro & chapter 1, Medway & Cafferty Foreword, Preface, & Chapter 1
Class 2: Jan. 19	<u>Topic #2:</u> Research methodology and ethics in social psychology	Aronson chapter 9, Medway & Cafferty chapter 8
Class 3: Jan. 26	<u>Topic #3:</u> Conformity, variables that affect conformity.  <u>Topic #4:</u> Altruism and helping behavior	Aronson chapter 2
Class 4: Feb. 2	<u>Topic #5:</u> Persuasion, mass communication, and propaganda; influences on credibility; attitudes & attitude change via social psychological principles.  Presentation #1 Social Psychological Influence of Modern Media	Aronson chapter 3; Medway & Cafferty chapter 2,
Class 5: Feb. 9	<u>Topic #6:</u> Attribution theory, expectancies, self-efficacy and learned helplessness.  Presentation #2 Influencing Academic Behavior & Attitudes via Social Psychology	Medway & Cafferty chapters 3 & 14

Date	Topics	Reading Assignment
Class 6: Feb. 16	<p><b>Exam #1</b> (<i>Topics 1-6</i>)</p> <p><u>Topic #7:</u> Social cognition; role of context; judgment heuristics; categorization &amp; social stereotypes; how attitudes &amp; beliefs guide behavior; biases.</p>	Aronson chapter 4
Class 7: Feb. 23	<p><u>Topic #8:</u> Self-justification; the theory of cognitive dissonance and its applications;</p> <p><u>Topic #9:</u> Human aggression: influences that increase and alleviate aggression</p> <p>Presentation #3 Peer Influences on Non-Academic Attitudes &amp; Behaviors of Youth</p>	Aronson chapters 5 & 6
Class 8: March 2  <i>Dr. C. presenting at NASP conference. Dr. Van Dale to sub.</i>	<p>Presentation #4 The Cyber Social World of Today's Youth</p> <p>Presentation #5 Sexual Minority (LGBTQ) Youth</p> <p>Presentation #6 Gender Influences</p>	
Class 9: March 9	<u>Topic #9:</u> Prejudice, sexism, gender influences, sexual minorities, race and integration of diversity	Aronson chapter 7; Medway & Cafferty chapters 5, 18 & 12
March 16	No Class—Spring Recess	
Class 10: March 23	<p><b>Exam #2</b> (<i>Topics 6-10</i>)</p> <p><u>Topic #10:</u> Liking, loving, interpersonal sensitivity, attractiveness, interpersonal communication and loneliness</p>	Aronson chapter 8 Medway & Cafferty chapters 4 & 15
Class 11: March 30	<p><u>Topic #11:</u> Social psychological factors in adolescent substance use and abuse</p> <p><u>Topic #12:</u> Social psychological perspectives on family systems.</p> <p>Presentation #7 Social Psychological Impact of Bilingual / Multilingual and Ethnically Diverse Schools</p>	Medway & Cafferty chapter 16, 6 & 17

<u>Date</u>	<u>Topics</u>	<u>Reading Assignment</u>
Class 12: April 6	<p><u>Topic #13:</u> Organizational influences on the practice of psychology;</p> <p><u>Topic #14:</u> Influences of social psychological variables in psychological evaluation.</p>	Medway & Cafferty chapters 7 & 9
Class 13: April 13	<p><u>Topic #15:</u> Applications of social psychology to counseling, therapy and consultation.</p> <p>Presentation #8 Social Psychological Variables Related to Inclusion of Special Education Students in the General Education Setting</p>	Medway & Cafferty chapters 10 & 11
Class 14: April 20	<u>Topic #16:</u> Applications of social psychology in instructional and psycho-educational settings.	Medway & Cafferty chapter 12
April 27	University Study Day—classes do not meet	
Finals Week Class 15: May 4	<b>Exam #3</b> ( <i>Topics 11-16</i> )	

Group: \_\_\_\_\_

Self-rating

Instructor rating

### Scoring Rubric for Paper on Contemporary Social Psychological Issues in Schools

CRITERIA	SCORE		
	<input type="checkbox"/> 1 No	<input type="checkbox"/> 2 Yes	<input type="checkbox"/> 3
1. An appropriate title is chosen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2. Social psychological principles discussed in the course are clearly expressed in the paper and related to the topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3. All facts are supported with appropriate citations written in APA style.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4. Topic is covered thoroughly.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5. Implications of social psychological principles to contemporary school issues are clearly expressed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6. Paper is written with good organization.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7. Paper is free of grammatical and spelling errors.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8. Efforts are made to ensure readability and clarity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9. Efforts are made to be unique, creative, and/or memorable.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10. All references are listed in correct APA style.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Total for paper = \_\_\_\_\_

Scoring criteria: 3 = perfect; no errors; met criteria  
2 = one or two minor errors; mostly met criteria  
1 = more than two errors; did not meet criteria

Group: \_\_\_\_\_

Audience rating  Instructor rating

### Scoring Rubric for Presentation on Contemporary Social Psychological Issues in Schools

CRITERIA	SCORE		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Paper is presented, not read.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2. Presenters seem confident and knowledgeable about the topic.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3. Topic is covered thoroughly, but succinctly with key points emphasized.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4. Presentation is clear with any new terms clearly explained.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5. Presentation flows in a logical manner.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6. Presentation captures and holds the audience's interest.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7. Presentation aids (e.g. visuals, Power Point, hand-outs) are helpful and pertinent.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8. Audience questions, if any, are addressed appropriately.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Presentation Total Instructor Rating = \_\_\_\_\_

Presentation Average Audience Rating = \_\_\_\_\_

Presentation Average + Paper Total = \_\_\_\_\_

Final Score / Total Possible Score of 77 = \_\_\_\_\_%

Scoring criteria: 3 = perfect; no errors; met criteria  
2 = one or two minor errors; mostly met criteria  
1 = more than two errors; did not meet criteria

Grading criteria:

A	93 - 100%
A-	90 - 92.9%
B+	87 - 89.9%
B	83 - 86.9%
B-	80 - 82.9%
C+	77 - 79.9%
C	70 - 76.9%
F	69 and below

Group observed: \_\_\_\_\_ Date: \_\_\_\_\_ Observation # \_\_\_\_\_

**Tool to Guide Group Observations**

<b>Group Dynamic Variable</b>	<b>Notes / Observations</b>
Acceptance	
Adaptation / Adjustment to Change	
Aggression	
Altruism	
Assertiveness	
Attribution	
Bonding	
Coercion	
Cohesion	
Collaborative Problem-Solving	
Communication Patterns	
Competition	
Conflict	
Conflict Resolution	
Conformity	
Cooperative Learning	
Defiance	
Dissent	
Dissonance	
Distraction from the Goal	
Dyads / Triads within the Group	
Encouragement	

<b>Group Dynamic Variable</b>	<b>Notes / Observations</b>
Enforcement of Rules / Norms	
Goal Orientation	
Hierarchies	
Humor	
Indifference	
Judgment	
Leadership	
Motivation	
Nonverbal Communication / Body Language	
Norm Development	
Organization	
Ostracism	
Passivity	
Personal Space	
Persuasion	
Prejudice	
Rigidity	
Sensitivity	
Support	
Team-Building	
Under-mining	
Other: _____	
Other: _____	