



PSYC 2300

Division: Social and Behavioral Science

Department: Social Sciences

Course: PSYC 2300

Title: Introduction to Social Psychology

Catalog Description:

This course is an empirically based survey of the effects of social influences on the basic psychological processes of the individuals. The course considers individuals in their culture and society, the development of attitudes, and the impact of the group on individual behavior. A field trip is required.

General Education Requirements: N/A

Semesters Offered: Fall

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: PSYC 1010 or SOCI 1010 or concurrent enrollment of these courses

Corequisites: N/A

Justification:

This course may be used to fulfill lower division credit requirements for psychology, sociology, and social work majors. It is transferable as lower division credit to all institutions in the state of Utah.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- know and understand the principles and concepts of social psychology
- be able to identify the application of these principles and concepts in everyday life
- be able to identify the positive impact of the values of social psychology in their own lives.

Content:

This course will include:

- Introduction to Social Psychology
- Social Cognition: How We Think About the Social World
- Social Perception: How We Come to Understand Other People
- Self Knowledge: How We Come to Understand Ourselves
- Self Justification and the Need to Maintain Self Esteem
- Attitudes and Attitude Change: Influencing Thoughts and Feelings
- Conformity: Influencing Behavior
- Group Processes: Influence in Social Groups
- Interpersonal Attraction: From First Impression to Close Relationships

- Prosocial Behavior: Why Do People Help?
- Aggression: Why We Hurt Other People

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read a required text and respond to conceptual and application questions relative to the reading.

2) Write clearly, informatively, and persuasively.

Students write forty pages of essay on analysis of principles taught in class illustrated in *The Long Walk*. This essay analysis comes in two separate assignments of twenty pages each. Clear informative expression on first assignment is critiqued and the results are returned to the students with an expectation of improvement on the second assignment.

Students are critiqued on the twenty essay questions of each of three take home exams with expectation of improvement on the next set of twenty essay questions.

8) Apply ethical reasoning to a variety of contexts.

Students evaluate the principles taught in class in the real life experiences in *The Long Walk*. Students also evaluate and explain the "why" of their own behavior in a journal program assignment.

Key Performance Indicators:

- textbook reading assessment: 25% of final grade
- examination and quizzes: 32% of final grade
- Long Walk analysis: 30% of final grade
- journal: 10% of final grade
- group dynamic seminar: 3% of final grade

Representative Text and/or Supplies:

- Elliot Aronson, Timothy D. Wilson, and Robin M. Abert, *Social Psychology*, current edition, Upper Saddle River, NJ: Prentice Hall Publishers.
- Slavomir Rawicz, *The Long Walk*, current edition, Snohomish, Washington: Alpen Books.

Optimum Class Size: 34

Maximum Class Size: 40

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)