



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: PSY

Course and Section #: 350G-001

Course Title: Social Psychology

Credits: 3

Course Description

Studies the ways in which the social context influences behavior. Reviews both social and psychological research. Includes culture and personality theory. Presents a multidisciplinary approach to understanding human behavior. Requires a research project to observe and report individual or group behavior in a real-life setting.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Brett Breton

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- To articulate basic concepts and theories in Social Psychology.
 - To Explain how individuals are affected by other people.
 - To use scientific findings to form strategies for dealing with real life issues.
 - Identify some cultural differences on people's thoughts, feelings, and behaviors.
 - Construct scientific research in social psychology.
 - Discuss stereotypical cultural conceptions and recognize the complexity of different cultural groups.
 - Evaluate how one's cultural rules and biases compare and contrast with those from different cultures.
 - Analyze and evaluate global or intercultural issues.
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Course Materials and Texts

"Social Psychology" – by David Myers & Jane Twenge, 14th Ed. McGraw

Course Requirements

Course Assignments, Assessments, and Grading Policy

- This course is organized in modules, each of which has a date for its completion.
- **Each module includes a quiz** that must be taken before it closes on the due date.
- You must complete the assigned reading for each module to be prepared to take the quiz for that section.
- When a reading/chapter section is completed, you will be able to review the accompanying power-point slideshow that will be published at that point. If you follow this sequence, you will be prepared to do well on exams.
- **A Note on Quizzes:** Quizzes are intended to motivate you to **read the assignment before we start discussing that section/chapter**, and it is an attempt to assess the completion of the reading assignment.
- Spaced throughout the semester/term are three exams. If you have been intentional in completing the readings on time and have been prepared to take the quizzes, and if you have been in class, attentive, and participating, you will be also prepared to do well on exams.
- The power-point presentations will be available to aide your study for exams.
- Exams are timed and taken via the CANVAS course.

Grade Calculation

- Grades will be assigned according to the **total** number of points accumulated during the semester out of the total possible points available. **500 total** points are possible to earn during the semester. (I do not focus on percentages, only on points).

Activity	Total Points Possible
Quizzes (12)	120
Attendance	20
Interview Paper	30
Debate paper	30
Film Paper	50
Exams (3) (80, 80, 90)	250
Total	500

Grades will be assigned based on the following scale:

Total Points Accumulated	Grade
460+	A
450 - 459	A-
425 - 449	B+
400 - 424	B
375 - 399	C+

350 - 374	C
325 - 349	D+
300 - 324	D
Less than 300	E

Required or Recommended Reading Assignments

Chapters 1-13 in textbook.

General Description of the Subject Matter of Each Lecture or Discussion

Ch 1 - Big Ideas in Social Psychology (research, hindsight Bias, Critical thinking . . .)
Ch 2 – The Self in a Social World (Self, concept, self-efficacy, self-presentation . . .)
Ch 3 – Social Beliefs and Judgments (Attribution Theory, Decision-Making . . .)
Ch 4 – Behaviors and Attitudes (Cognitive Dissonance, Self-Perception . . .)
Ch 6 – Conformity (Solomon Asch, Musaffer Sheriff, Stanley Milgram . . .)
Ch 7 – Persuasion (Different routes to persuasion . . .)
Ch 8 – Group Dynamics/Influence (Social Facilitation, Loafing, Groupthink . . .)
Ch 9 – Prejudice (Ingroups/Outgroups, Stereotyping, Discrimination . . .)
Ch 10 – Aggression – (Theories)
Ch 11 - Attraction and Intimacy (friendships, Love . . .)
Ch 12 – Pro-social Behavior/Helping (Altruism, Social responsibility, Social Exchange . . .)
Ch 13 – Peace and Conflict (Peace, Conflict resolution . . .)

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the

community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.